



SGT UNIVERSITY



Shree Guru Gobind Singh Tricentenary University

Shree Guru Gobind Singh Tricentenary University
Budhera, Gurugram-Badli Road, Gurugram- 122505, Haryana, India.



FEEDBACK REPORT

Faculty of Physiotherapy



**Shree Guru Gobind Singh Tricentenary University,
SGT University, Budhera, Gurugram district,
Haryana, India,**

FEEDBACK 2024-2025

**Internal Quality Assurance Cell
Faculty of Physiotherapy
Feedback Analysis
2024-2025**



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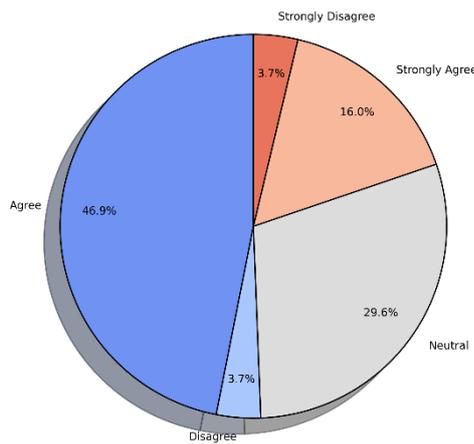
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Student's Feedback

Curriculum Design and Content

1. The curriculum is well-structured and logically sequenced.

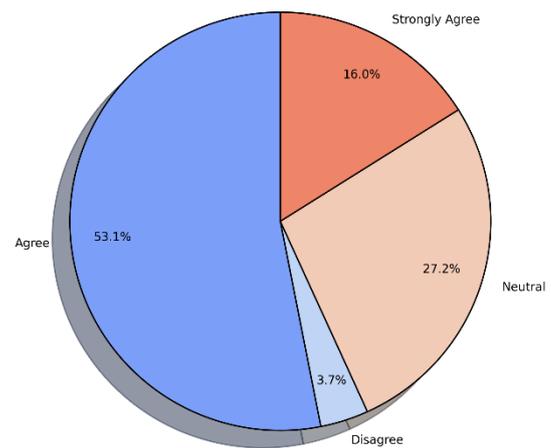


The curriculum is well-structured and logically sequenced. (Faculty of Physiotherapy)

Most students (46.91%) rated the physiotherapy curriculum's structure and sequencing as 4 out of 5 stars, indicating a largely positive perception. A significant portion (29.63%) gave it a 3-star rating, suggesting some areas could be improved. The relatively small percentages of 1-star (3.7%) and 2-star (3.7%) ratings show that major concerns about the curriculum's structure are minimal. While the majority find it well-structured, there's room for refinement based on the considerable number of 3-star ratings.

2. Course objectives and outcomes are clearly defined and communicated.

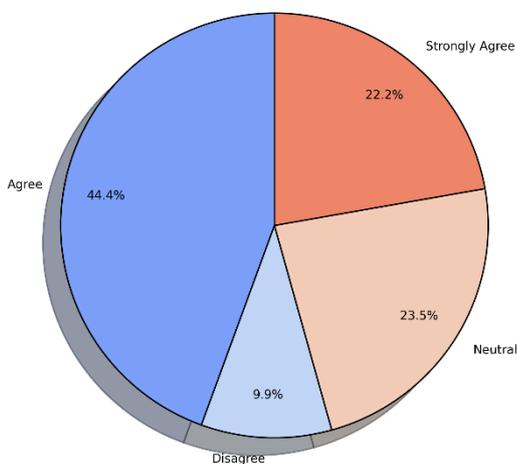
Most students (53.09%) rated the clarity of course objectives and outcomes as 4 out of 5 stars, indicating a generally positive perception. While a significant portion (27.16%) gave a 3-star rating, suggesting some room for improvement, the relatively small percentages of 2-star (3.7%) and 5-star (16.05%) ratings suggest that while the majority understand the course objectives, there's potential to enhance communication to ensure better clarity for all students.



Course objectives and outcomes are clearly defined and communicated. (Faculty of Physiotherapy)

3. The syllabus content is relevant to current industry and academic trends

Most students (over 60%) at the SGT University Faculty of Physiotherapy rated the syllabus content as either good (4 stars) or excellent (5 stars) in terms of its relevance to current industry and academic trends. While a significant portion found it relevant (44% gave it 4 stars and 22% gave it 5 stars), a smaller but still notable number (23%) felt it was only moderately relevant (3 stars). A very small percentage (around 10%) rated the syllabus's relevance as just fair (2 stars). Overall, the feedback suggests a generally positive perception of the syllabus's up-to-datedness, though there's room for improvement to ensure even greater relevance for all students.



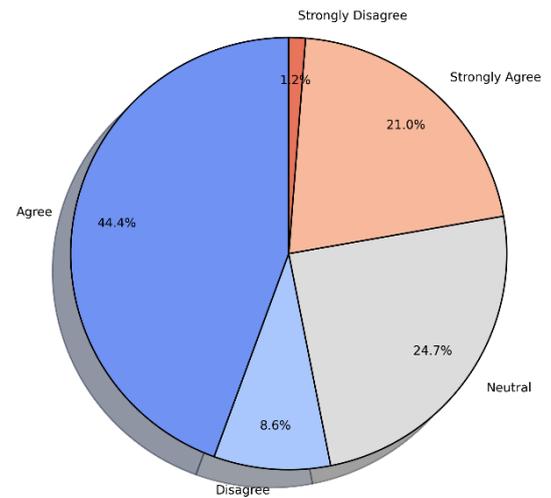
The syllabus content is relevant to current industry and academic trends. (Faculty of Physiotherapy)

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4. The curriculum promotes critical thinking and problem-solving abilities.

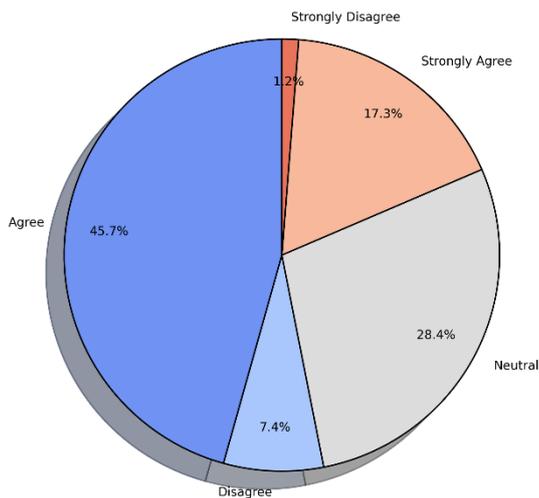
Most students (over 65%, combining 4 and 5-star ratings) feel the physiotherapy curriculum at SGT University effectively promotes critical thinking and problem-solving skills. While a significant portion (24.69%) rated it as average (3 stars), a relatively small number found it lacking (less than 10%, combining 1 and 2-star ratings). Overall, the feedback suggests the curriculum is largely successful in developing these important abilities, but there's still room for improvement based on the less positive feedback.



The curriculum promotes critical thinking and problem-solving abilities. (Faculty of Physiotherapy)

5. Curriculum is updated periodically to meet global and national standards.

Most students (45.68%) rated the physiotherapy curriculum's updates to meet global and national standards as 4 out of 5 stars, indicating a generally positive perception. A significant portion (28.4%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave it lower ratings (7.41% gave 2 stars and 1.23% gave 1 star), while 17.28% gave the highest rating of 5 stars. Overall, the feedback suggests a largely positive view of the curriculum's alignment with current standards, although there's room for continued refinement based on the significant number of 3-star ratings.

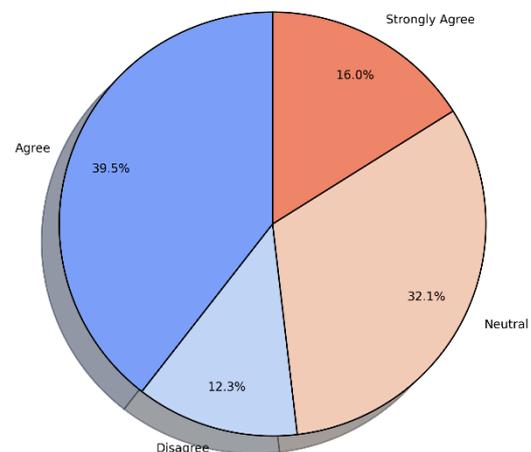


Curriculum is updated periodically to meet global and national standards. (Faculty of Physiotherapy)

Skill Development and Employability

1. Courses help in building employability and entrepreneurial skills.

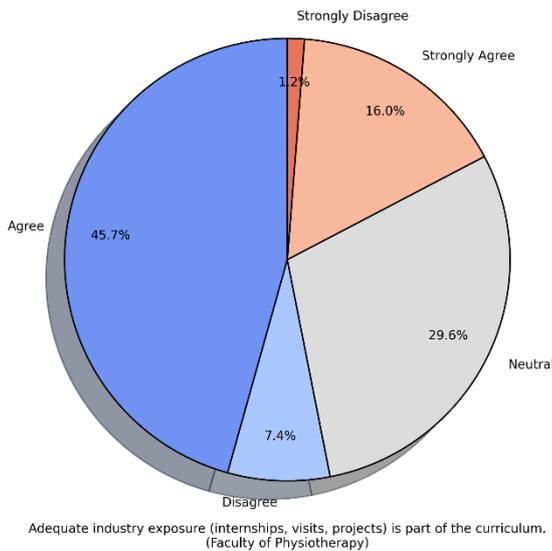
Most students (over 70%, combining 4 and 5-star ratings) felt that their physiotherapy courses effectively helped them develop skills for employment and starting their own businesses. While a significant portion gave a positive rating (4 stars or higher), a smaller number of students (around 12% giving 2-star ratings) felt the courses were less helpful in this regard. The overall feedback suggests a generally positive perception of the courses' impact on employability and entrepreneurial skill development, although there's room for improvement based on the less positive responses.



Courses help in building employability and entrepreneurial skills. (Faculty of Physiotherapy)

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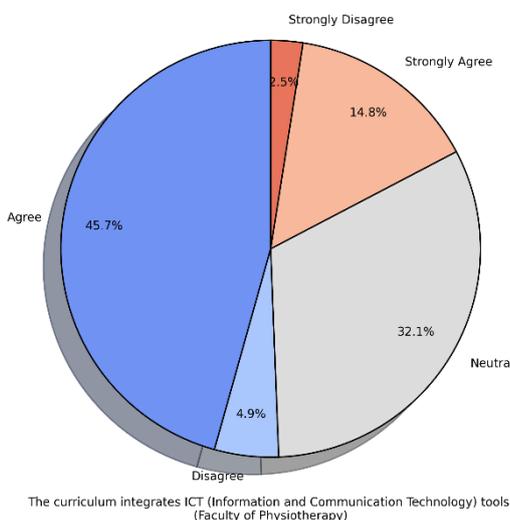
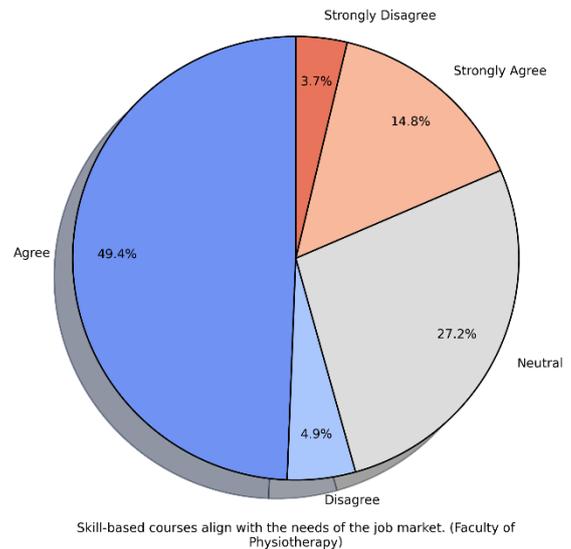


2. Adequate industry exposure (internships, visits, projects) is part of the curriculum.

Most students (45.68%) rated the amount of industry exposure in the physiotherapy curriculum as 4 out of 5 stars, indicating a generally positive perception. A significant portion (29.63%) gave it a 3-star rating, suggesting some room for improvement. While fewer students gave it lower ratings (7.41% gave 2 stars and 1.23% gave 1 star), and only a moderate number rated it a perfect 5 stars (16.05%), the overall feedback suggests that the current level of industry exposure is satisfactory for the majority, but there's potential for enhancement to better meet student expectations.

3. Skill-based courses align with the needs of the job market.

Most physiotherapy students at SGT University feel that the skill-based courses effectively prepare them for the job market, with almost half (49.38%) giving a 4-star rating. While a significant portion (27.16%) rated the alignment as 3 stars, indicating a generally positive view, a smaller number felt the alignment was less strong, with ratings of 1 and 2 stars combining to represent less than 10% of the responses. Overall, the feedback suggests a predominantly positive perception of the program's job market relevance, though there's room for improvement based on the less enthusiastic responses.



4. The curriculum integrates ICT (Information and Communication Technology) tools.

Most students (45.68%) rated the integration of ICT tools in the physiotherapy curriculum as 4 out of 5 stars, showing a generally positive perception. A significant portion (32.1%) gave it a 3-star rating, suggesting some areas for improvement. Fewer students gave lower ratings (2.47% gave 1 star and 4.94% gave 2 stars), while 14.81% gave the highest rating of 5 stars. Overall, the feedback indicates a largely positive view of ICT integration, but with room for enhancing it based on the considerable number of 3-star ratings.

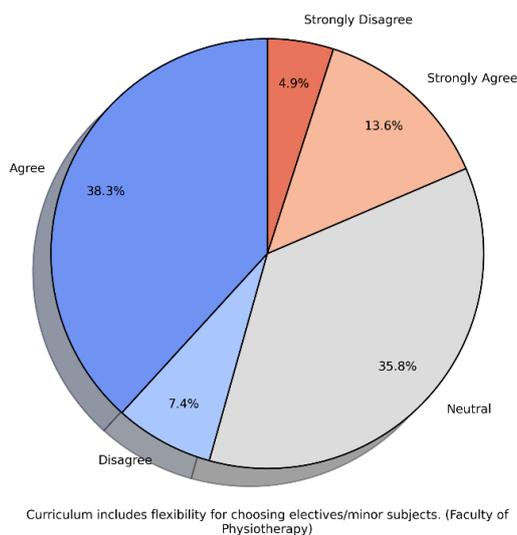
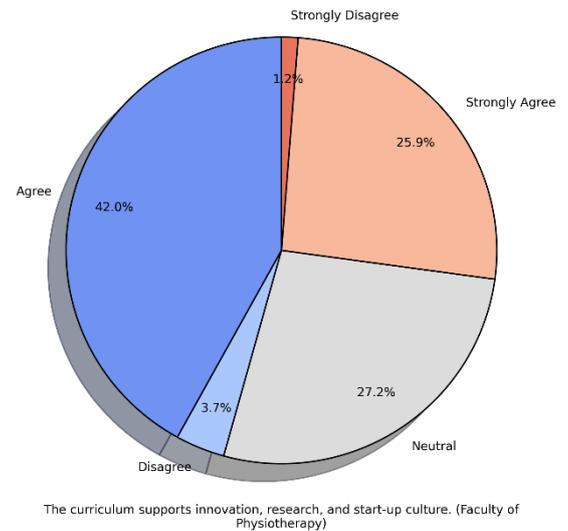
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5. The curriculum supports innovation, research, and start-up culture.

Most students (41.98%) rated the curriculum's support for innovation, research, and startups as 4 out of 5 stars, indicating a generally positive perception. A significant proportion (27.16%) gave it a 3-star rating, suggesting some areas for improvement. While fewer students gave it 1 or 2 stars (1.23% and 3.7% respectively), and a considerable number rated it 5 stars (25.93%), the overall feedback suggests a reasonably good but not excellent level of support for these activities within the physiotherapy curriculum.

NEP 2020 Integration & Multidisciplinary Approach

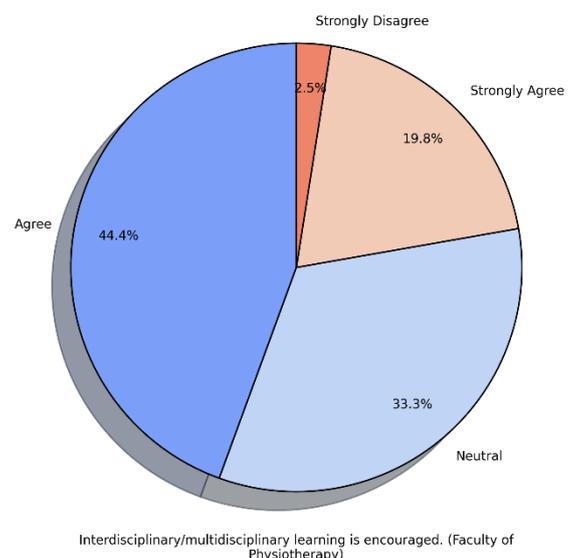


1. Curriculum includes flexibility for choosing electives/minor subjects

Most students (74%) rated the flexibility of choosing electives or minor subjects in the physiotherapy curriculum as either good (4 stars) or very good (5 stars), indicating a generally positive perception. However, a significant portion (47%) gave it a rating of 3 stars or lower, suggesting that there's room for improvement to increase the perceived flexibility and choice available to students. The relatively high number of 3-star ratings in particular highlights a need to investigate what aspects of elective/minor subject selection could be enhanced.

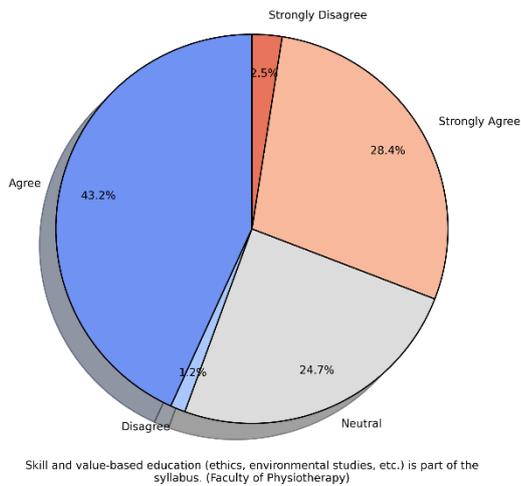
2. Interdisciplinary/multidisciplinary learning is encouraged.

Most students at SGT University's Faculty of Physiotherapy (44.44%) rated interdisciplinary/multidisciplinary learning as 4 out of 5 stars, showing a high level of satisfaction. A significant portion (33.33%) gave it a 3-star rating, indicating general approval. While a smaller number gave it 5 stars (19.75%), only a very small percentage (2.47%) rated it with just 1 star, suggesting that the program's approach to interdisciplinary learning is largely well received, although there's room for improvement based on the students who gave it lower ratings.



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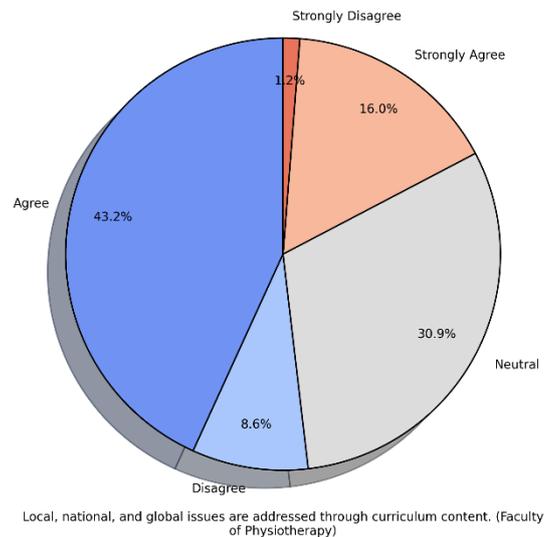


3. Skill and value-based education (ethics, environmental studies, etc.) is part of the syllabus.

Most students at SGT University's Faculty of Physiotherapy feel positively about the inclusion of skill and value-based education like ethics and environmental studies in the curriculum. A significant majority rated it 4 stars (43.21%) or 5 stars (28.4%), showing considerable satisfaction. While a smaller portion gave lower ratings (1-3 stars), the overall feedback indicates that this aspect of the program is generally well-received and considered valuable by the students.

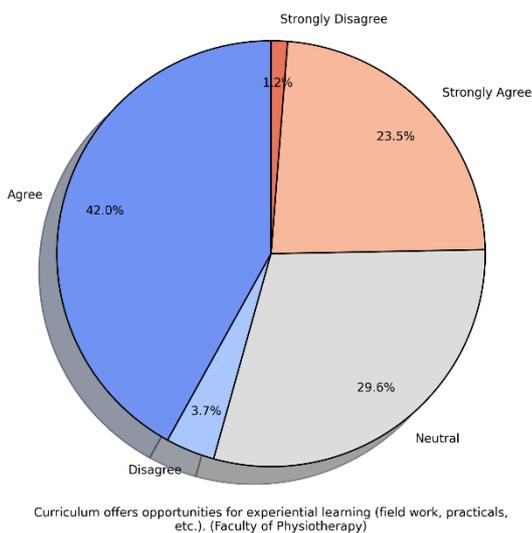
4. Local, national, and global issues are addressed through curriculum content.

Most students (over 70%) at the SGT University Faculty of Physiotherapy rated the curriculum's coverage of local, national, and global issues as good or excellent (4 or 5 stars). While a significant portion found it satisfactory (3 stars), a small minority felt it needed improvement (1 or 2 stars). The majority positive response suggests the curriculum effectively integrates these important issues, although there's room to address concerns raised by the smaller group giving lower ratings.



5. Curriculum offers opportunities for experiential learning (field work, practical's, etc.).

Most students at SGT University's Faculty of Physiotherapy (41.98%) rated the curriculum's experiential learning opportunities (like fieldwork and practical's) as excellent (4 stars), with a significant portion (29.63%) giving it a good rating (3 stars). While a smaller number of students gave it very good (5 stars, 23.46%) or average (3 stars, 29.63%) ratings, only a few (3.7%) rated it as fair (2 stars) and an even smaller percentage (1.23%) rated it poorly (1 star). Overall, the feedback indicates a largely positive perception of the experiential learning aspects of the physiotherapy curriculum.



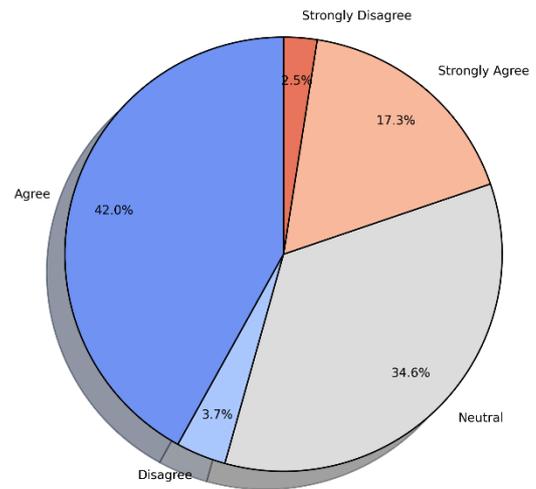
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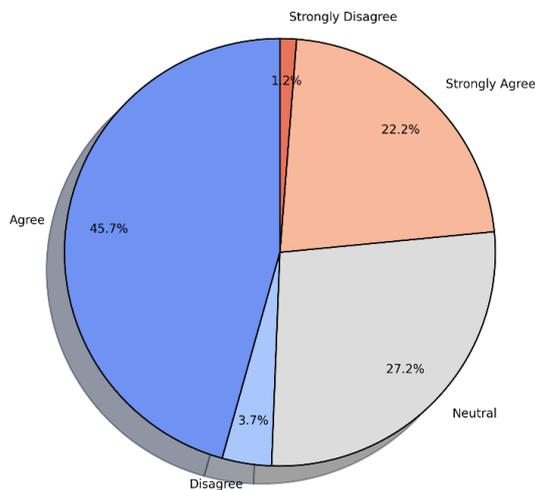
Assessment and Academic Support

1. The evaluation system is transparent and fairly implemented.

Most students at SGT University's Faculty of Physiotherapy find the evaluation system to be fair and transparent. While a small percentage gave it only one or two stars, a significant majority rated it four or three stars, indicating general satisfaction with the system's clarity and fairness. A substantial portion rated it highly (four or five stars), suggesting a positive overall perception of the evaluation process.



The evaluation system is transparent and fairly implemented. (Faculty of Physiotherapy)



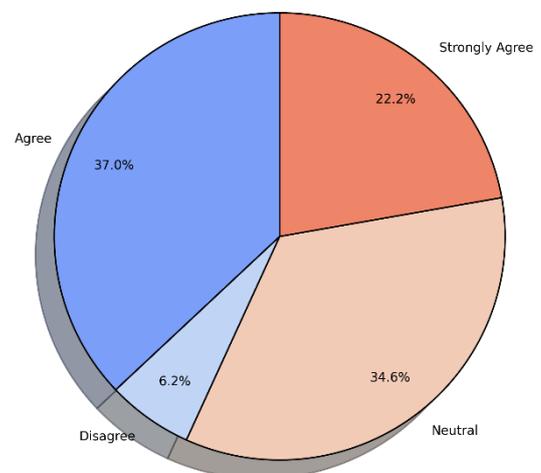
Curriculum provides adequate opportunities for internal assessments and feedback. (Faculty of Physiotherapy)

2. Curriculum provides adequate opportunities for internal assessments and feedback.

Most students (45.68%) at the SGT University Faculty of Physiotherapy rated the curriculum's internal assessments and feedback as excellent (4 stars). A significant portion (27.16%) gave it a positive rating (3 stars), while only a small number felt it was inadequate (1.23% gave it 1 star and 3.7% gave it 2 stars). Overall, the feedback indicates a generally favourable perception of the curriculum's assessment and feedback opportunities, with a clear majority expressing satisfaction.

3. Remedial and academic support is available for difficult subjects.

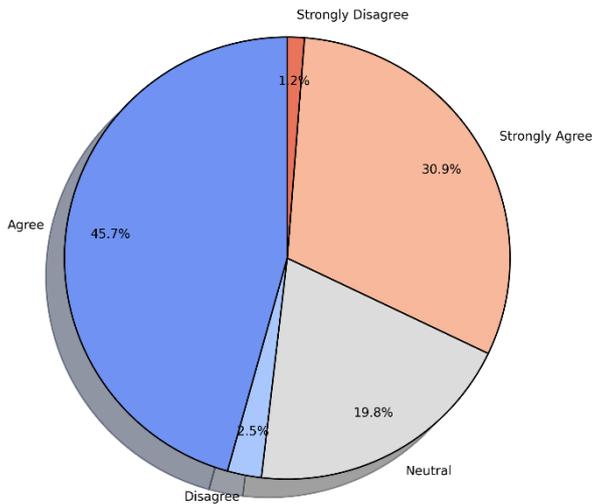
Most students at the Faculty of Physiotherapy, SGT University, feel that remedial and academic support for difficult subjects is good. While a significant portion (37%) gave it a 4-star rating, indicating satisfaction, a considerable number (35%) rated it 3 stars, suggesting room for improvement. The relatively small percentages of 2-star (6%) and 5-star (22%) ratings show that while some students found the support lacking, others felt it was very helpful, indicating a need to understand what works well and what can be enhanced to better support all students.



Remedial and academic support is available for difficult subjects. (Faculty of Physiotherapy)

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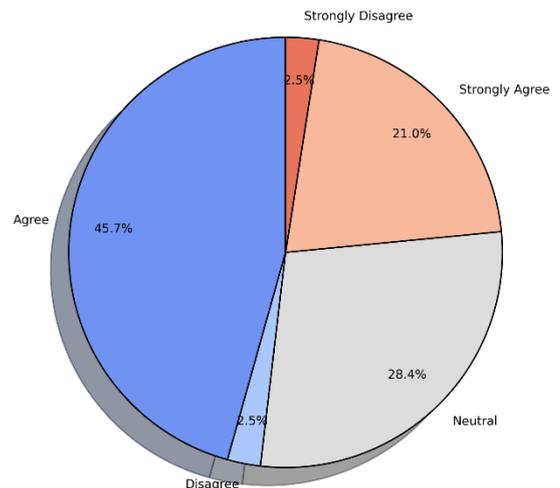
Adequate reference books are available in the library. (Faculty of Physiotherapy)

4. Adequate reference books are available in the library.

Most students at SGT University's Faculty of Physiotherapy are satisfied with the availability of reference books in the library. A significant majority rated the library's collection as either 4 or 5 stars, indicating a positive perception of adequacy. While a smaller number of students gave lower ratings (1, 2, or 3 stars), the overall feedback suggests that the library's resources are generally well regarded and meet the needs of most students.

5. Appropriate reference material (print & online) is provided.

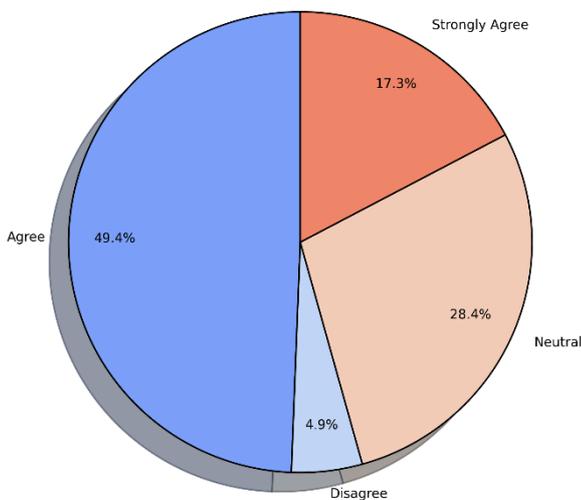
Most students (around 70%) rated the availability of appropriate reference materials (both print and online) as either good (4 stars) or excellent (5 stars). While a significant portion found the resources satisfactory (3 stars), a small percentage (around 5%) felt the materials were only fair (1 or 2 stars), suggesting that while the majority are pleased with the resources provided, there's room for improvement to address the concerns of this smaller group.



Appropriate reference material (print & online) is provided. (Faculty of Physiotherapy)

6. Tests and examinations are conducted within the scheduled timeframe.

Most students (around 77%, combining 4 and 5-star ratings) at the Faculty of Physiotherapy felt that tests and exams were generally conducted on schedule. While a significant portion found the timeframes satisfactory (49% gave 4 stars), a smaller group (17%) felt they were excellent (5 stars). A notable minority (28%) gave a neutral 3-star rating, indicating some scheduling issues may exist for some students, and a small percentage (5%) expressed dissatisfaction (2 stars). Overall, the feedback suggests a generally positive experience with exam scheduling, but there's room for improvement to ensure all students have a consistently positive experience.



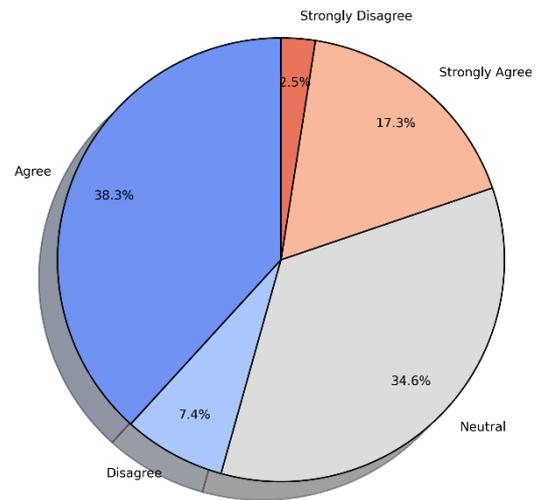
Tests and examinations are conducted within the scheduled timeframe. (Faculty of Physiotherapy)

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7. Examination and evaluation pattern of the university is satisfactory.

Most students at SGT University's Faculty of Physiotherapy find the examination and evaluation pattern satisfactory, with a significant portion rating it 3 or 4 stars. While a smaller number gave it the highest rating (5 stars), a noticeable amount also rated it 2 stars, suggesting some room for improvement according to a segment of the student population. The overall response shows a leaning towards positive feedback but indicates that some students are less satisfied with the current system.



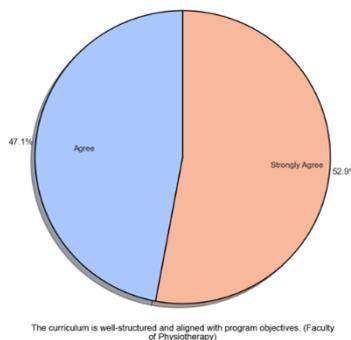
Examination and evaluation pattern of the university is satisfactory. (Faculty of Physiotherapy)

Teacher's Feedback

Curriculum Design & Delivery

1. The curriculum is well-structured and aligned with program objectives.

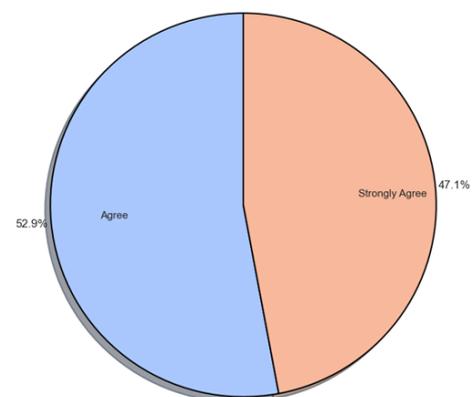
The overwhelming majority of Faculty of Physiotherapy teachers at SGT University rate the curriculum as excellent, with nearly 53% giving it a 5-star rating and a further 47% giving it a 4-star rating. This indicates a high level of satisfaction with the curriculum's structure and alignment with program objectives, suggesting a strong and effective program design.



The curriculum is well-structured and aligned with program objectives. (Faculty of Physiotherapy)

2. Curriculum includes sufficient interdisciplinary components

The feedback from Faculty of Physiotherapy teachers at SGT University regarding curriculum interdisciplinary components shows overwhelmingly positive sentiment. Almost half (47.06%) gave the highest rating of 5 stars, with another 52.94% giving a strong 4-star rating. This indicates a high level of satisfaction with the current level of interdisciplinary integration within the physiotherapy curriculum, suggesting the program successfully incorporates relevant elements from other disciplines.

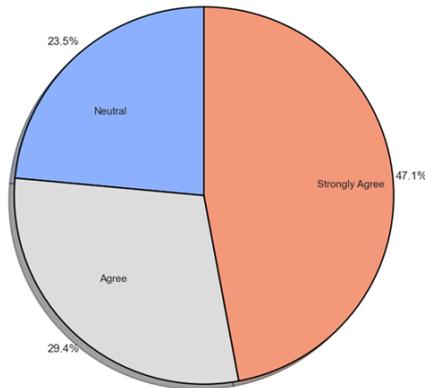


Curriculum includes sufficient interdisciplinary components. (Faculty of Physiotherapy)

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3. The curriculum is updated regularly to meet industry and societal needs

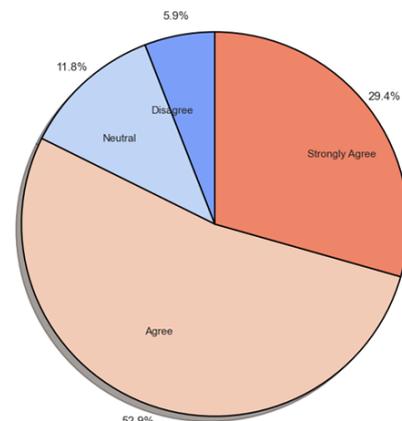


The curriculum is updated regularly to meet industry and societal needs. (Faculty of Physiotherapy)

The Faculty of Physiotherapy at SGT University receives largely positive feedback regarding curriculum updates. A significant majority of teachers (76.47%) rated the curriculum's alignment with industry and societal needs as 4 or 5 stars, indicating a strong perception that the curriculum is relevant and current. While a considerable portion (23.53%) gave a 3-star rating, suggesting room for improvement, the overall sentiment strongly supports the effectiveness of the university's efforts in keeping the curriculum up to date.

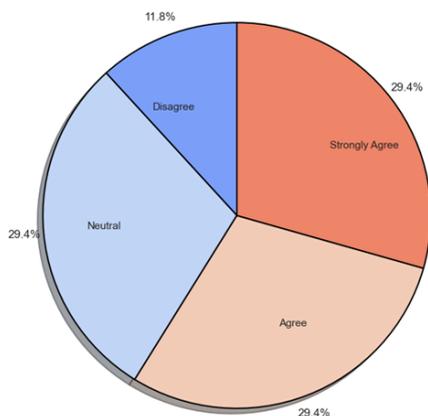
4. Academic flexibility (electives, CBCS, etc.) is sufficient for students.

Faculty feedback reveals a largely positive perception of academic flexibility at the Faculty of Physiotherapy, SGT University. While a small portion of respondents rated flexibility as only 2 or 3 stars, the majority (82.35%) rated it 4 or 5 stars, indicating a significant level of satisfaction with the current electives, CBCS system, and overall academic options available to students. The relatively high proportion of 4-star ratings suggests that while generally positive, there's still room for minor improvements to further enhance student choice and flexibility.



Academic flexibility (electives, CBCS, etc.) is sufficient for students. (Faculty of Physiotherapy)

5. The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.).



The curriculum incorporates emerging areas (AI, IoT, Sustainability, etc.). (Faculty of Physiotherapy)

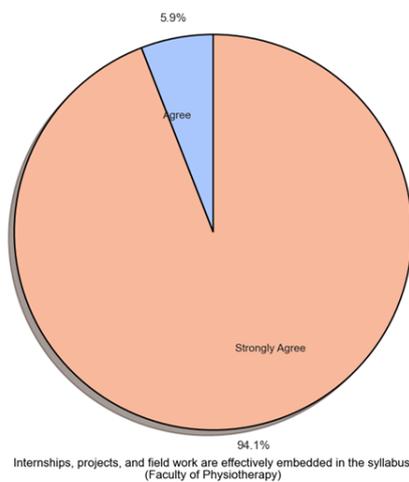
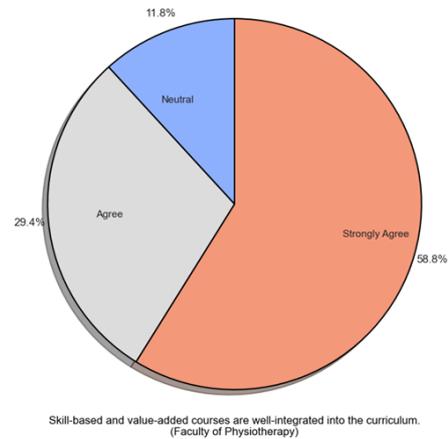
Teacher feedback on the curriculum's incorporation of emerging areas like AI, IoT, and sustainability reveals a generally positive but not overwhelmingly enthusiastic response. While a significant portion of respondents (approximately 88%) rated the curriculum 3, 4, or 5 stars, indicating a degree of satisfaction, a notable minority (around 12%) gave a lower 2-star rating, suggesting that there's room for improvement in integrating these topics more effectively into the curriculum. The relatively even distribution across the higher ratings (3, 4, and 5 stars) indicates that while progress has been made, further development and enhancement in this area are warranted to fully meet faculty expectations.

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6. Skill-based and value-added courses are well-integrated into the curriculum.

The feedback from Faculty of Physiotherapy teachers at SGT University overwhelmingly indicates a high level of satisfaction with the integration of skill-based and value-added courses into the curriculum. While a small percentage gave a 3-star rating (11.76%), the majority rated the integration highly, with nearly 30% providing a 4-star rating and a substantial 58.82% giving a top 5-star rating. This suggests that the curriculum effectively incorporates practical skills and valuable additions that enhance the learning experience for students.

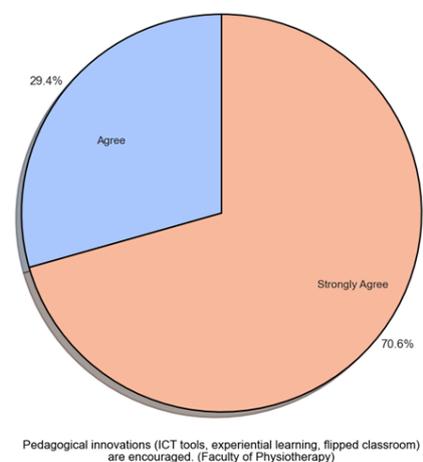


7. Internships, projects, and field work are effectively embedded in the syllabus.

The overwhelming majority of teachers (94.12%) at the Faculty of Physiotherapy, SGT University, rated the integration of internships, projects, and fieldwork into the syllabus as excellent (5 stars). A small percentage (5.88%) gave a positive but slightly less enthusiastic 4-star rating, indicating a high overall level of satisfaction with the current curriculum's practical application component.

8. Pedagogical innovations (ICT tools, experiential learning, flipped classroom) are encouraged

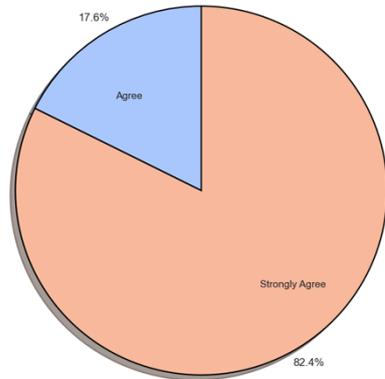
Faculty feedback on the encouragement of pedagogical innovations, including ICT tools, experiential learning, and flipped classrooms, reveals overwhelmingly positive sentiment. A significant majority (70.59%) of respondents gave the highest rating of 5 stars, indicating strong support and satisfaction with the current approach. The remaining 29.41% provided a 4-star rating, suggesting a generally high level of approval with only minor areas for potential improvement. Overall, the data strongly indicates a successful implementation and high acceptance of innovative pedagogical practices within the Faculty of Physiotherapy.



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Teaching-Learning and Evaluation



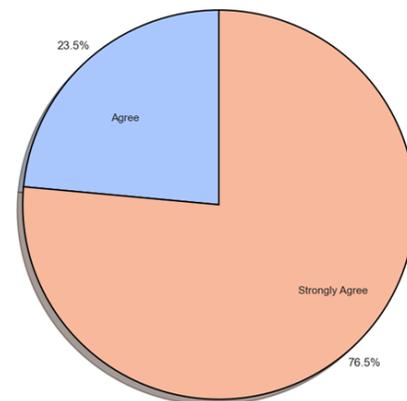
The teaching-learning process is student-centric and participative. (Faculty of Physiotherapy)

1. The teaching-learning process is student-centric and participative.

Faculty of Physiotherapy teachers at SGT University overwhelmingly rate the teaching-learning process as highly student-centric and participative. With 82.35% awarding 5 stars and a further 17.65% giving 4 stars, the feedback indicates a strong positive perception of the pedagogical approach, suggesting a predominantly successful implementation of student-centered and participatory learning methods.

2. The evaluation process is fair, transparent, and outcome based.

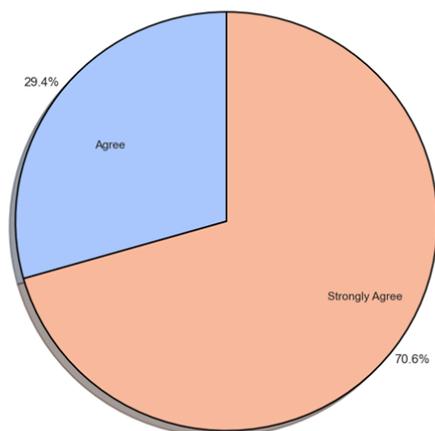
The overwhelming majority of teachers (76.47%) at the Faculty of Physiotherapy, SGT University, rated the evaluation process as excellent (5 stars), indicating a high level of satisfaction with its fairness, transparency, and outcome-based nature. A smaller percentage (23.53%) gave a 4-star rating, suggesting largely positive feedback with perhaps minor areas for potential improvement, but overall confirming a predominantly positive perception of the evaluation system.



The evaluation process is fair, transparent, and outcome based. (Faculty of Physiotherapy)

3. Remedial classes and academic support are available for slow learners.

The Faculty of Physiotherapy at SGT University received overwhelmingly positive feedback regarding the availability of remedial classes and academic support for slower learners. A significant majority (70.59%) of responding teachers rated these support systems as excellent (5 stars), with a smaller portion (29.41%) giving a strong positive rating (4 stars). This indicates a high level of satisfaction among faculty regarding the effectiveness and accessibility of these crucial academic support mechanisms.



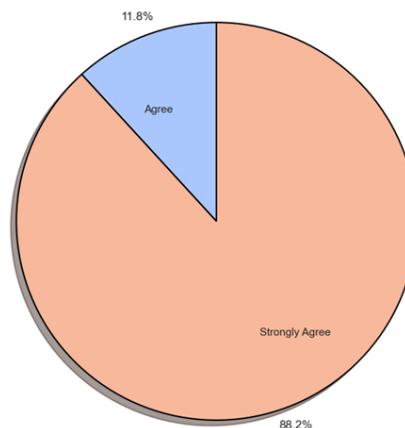
Remedial classes and academic support are available for slow learners. (Faculty of Physiotherapy)

Faculty of Physiotherapy Feedback Analysis

2024-2025

4. Advanced learners are encouraged with additional learning opportunities.

The overwhelming majority of teachers at the Faculty of Physiotherapy, SGT University (88.24%) rated the encouragement of advanced learners with additional learning opportunities as excellent (5 stars), indicating a high level of satisfaction with the provision of such opportunities. A smaller percentage (11.76%) gave a 4-star rating, suggesting generally positive feedback but possibly some minor areas for improvement. Overall, the data strongly suggests that the faculty effectively supports advanced learners.

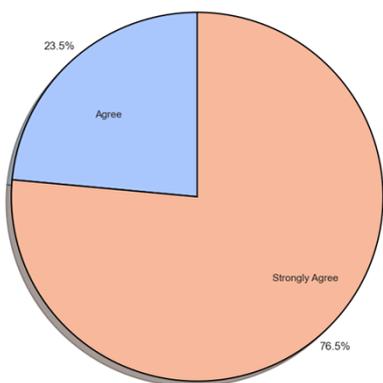


Advanced learners are encouraged with additional learning opportunities. (Faculty of Physiotherapy)

Research, Development & Extension

1. Adequate facilities and support are available for research activities.

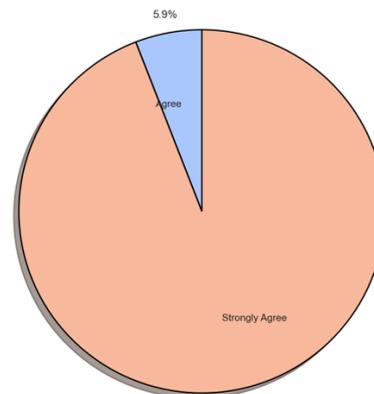
The overwhelming majority of teachers at the Faculty of Physiotherapy, SGT University (76.47%), rated the availability of facilities and support for research activities as excellent (5 stars), while a smaller proportion (23.53%) rated them as good (4 stars). This indicates a high level of satisfaction among faculty regarding the resources provided for their research endeavors.



Adequate facilities and support are available for research activities. (Faculty of Physiotherapy)

2. There is encouragement for publishing in reputed journals and conferences.

The overwhelming majority (94.12%) of Faculty of Physiotherapy teachers at SGT University strongly agree that there is encouragement for publishing in reputable journals and conferences, indicating a highly positive perception of the institution's support for research dissemination. A small percentage (5.88%) gave a positive but slightly less enthusiastic rating of 4 stars. Overall, the feedback demonstrates a robust and widely shared sentiment of encouragement for academic publishing within the faculty.

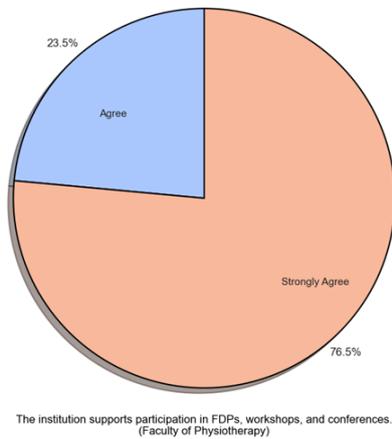


There is encouragement for publishing in reputed journals and conferences. (Faculty of Physiotherapy)

Faculty of Physiotherapy Feedback Analysis

2024-2025

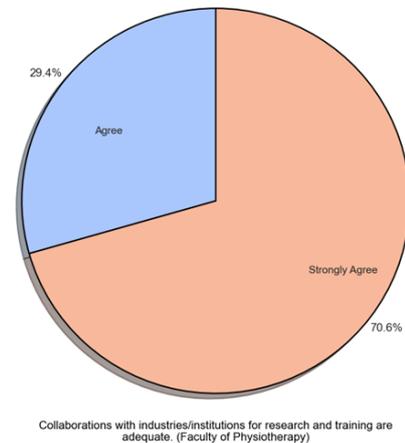
3. The institution supports participation in FDPs, workshops, and conferences.



Faculty of Physiotherapy teachers at SGT University overwhelmingly express strong satisfaction with the institution's support for their participation in professional development activities like FDPs, workshops, and conferences. A significant majority (76.47%) rated the support as excellent (5 stars), with a smaller portion (23.53%) giving a positive rating of 4 stars. This indicates a high level of institutional commitment to faculty professional growth and development within the department.

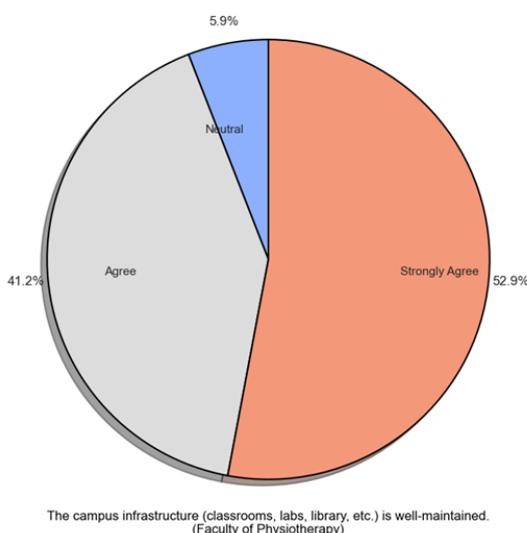
4. Collaborations with industries/institutions for research and training are adequate.

Faculty of Physiotherapy teachers at SGT University overwhelmingly rate collaborations with industries and institutions for research and training highly, with a significant majority (70.59%) giving a 5-star rating, indicating strong satisfaction. While a smaller proportion (29.41%) rated the collaborations as 4-stars, the overall sentiment points to a largely positive perception of the existing industry and institutional partnerships in supporting research and training activities within the faculty.



Infrastructure and Faculties

1. The campus infrastructure (classrooms, labs, library, etc.) is well-maintained.



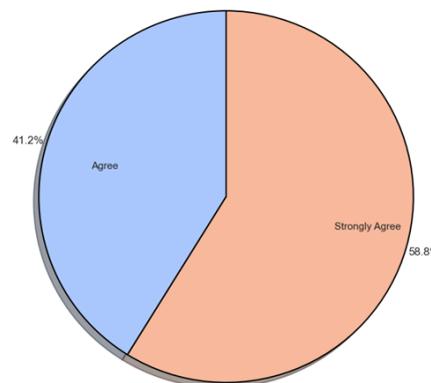
The feedback reveals overwhelmingly positive sentiment regarding the maintenance of SGT University's Faculty of Physiotherapy campus infrastructure. While a small percentage of teachers rated the infrastructure with a 3-star rating (5.88%), the vast majority provided significantly higher ratings, with 4-star ratings accounting for 41.18% and 5-star ratings comprising a substantial 52.94% of responses. This indicates that the campus facilities are generally well-regarded and well-maintained by the faculty.

Faculty of Physiotherapy Feedback Analysis

2024-2025

2. ICT infrastructure (projectors, internet, smart classrooms) is adequate.

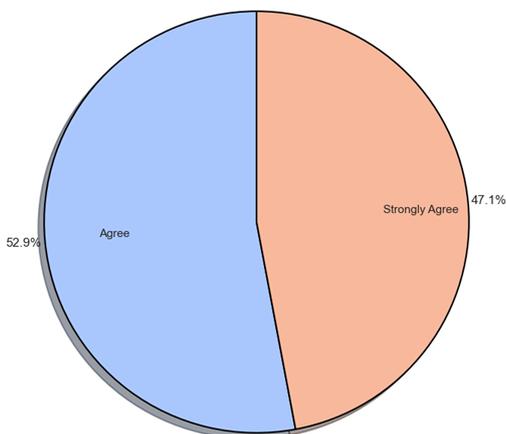
The Faculty of Physiotherapy at SGT University received overwhelmingly positive feedback regarding its ICT infrastructure. A significant majority of teachers (58.82%) rated the projectors, internet, and smart classrooms as excellent (5 stars), with a further 41.18% giving a very good (4-star) rating. This indicates a high level of satisfaction among faculty with the available technology resources



ICT infrastructure (projectors, internet, smart classrooms) is adequate. (Faculty of Physiotherapy)

3. Laboratory facilities and equipment are sufficient and regularly upgraded.

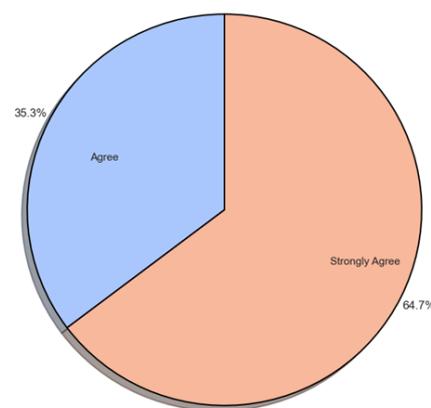
Faculty of Physiotherapy teachers at SGT University largely express satisfaction with laboratory facilities and equipment. Almost half (47.06%) rate them as excellent (5 stars), while a significant majority (52.94% + 47.06% = 100%) rate them as either excellent or very good (4 stars), indicating a generally positive perception of the sufficiency and regular upgrading of lab resources



Laboratory facilities and equipment are sufficient and regularly upgraded. (Faculty of Physiotherapy)

4. The library provides adequate resources (books, journals, e-resources).

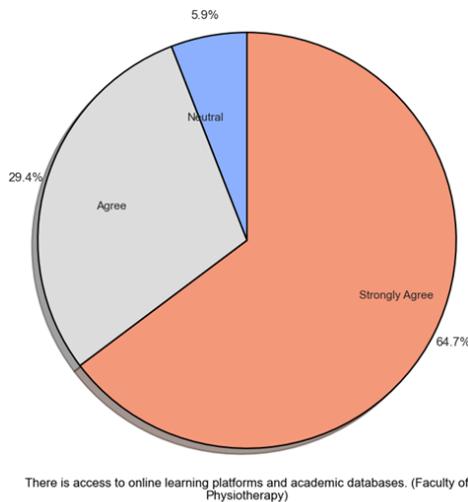
The Faculty of Physiotherapy at SGT University teachers overwhelmingly rate the library's resources positively. A significant majority (64.71%) gave a 5-star rating, indicating high satisfaction with the availability and adequacy of books, journals, and electronic resources. While a smaller portion (35.29%) gave a 4-star rating, this still suggests a generally favorable perception of the library's resource provision. Overall, the data strongly suggests the library effectively meets the resource needs of the physiotherapy faculty.



The library provides adequate resources (books, journals, e-resources). (Faculty of Physiotherapy)

Faculty of Physiotherapy Feedback Analysis

2024-2025



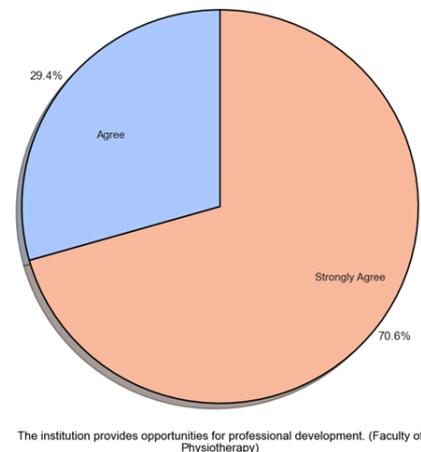
5. There is access to online learning platforms and academic databases.

The overwhelmingly positive feedback from Faculty of Physiotherapy teachers at SGT University regarding access to online learning platforms and academic databases is evident. While a small percentage gave a 3-star rating (5.88%), the vast majority rated it highly, with nearly 30% giving 4 stars and a substantial 64.71% awarding the top 5-star rating. This suggests a strong level of satisfaction with the availability and quality of these resources, indicating a robust digital learning environment supporting teaching activities.

Institutional Governance & Support

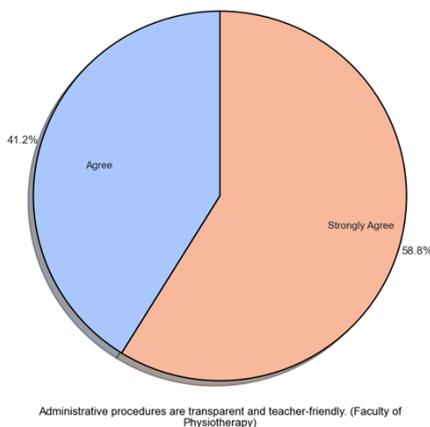
1. The institution provides opportunities for professional development.

The Faculty of Physiotherapy at SGT University receives overwhelmingly positive feedback regarding professional development opportunities. A significant majority (70.59%) of responding teachers rated the institution's provision of such opportunities as excellent (5 stars), with a smaller proportion (29.41%) giving a very good (4 stars) rating. This indicates a high level of satisfaction among faculty with the institution's support for their continued professional growth.



2. Administrative procedures are transparent and teacher-friendly.

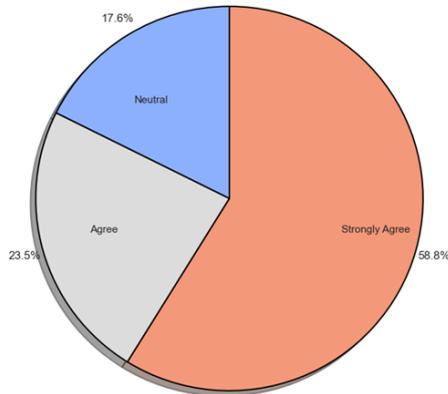
The feedback from Faculty of Physiotherapy teachers at SGT University indicates a high level of satisfaction with the transparency and teacher-friendliness of administrative procedures. A significant majority (58.82%) rated the procedures as excellent (5 stars), with the remaining portion (41.18%) giving a positive rating of 4 stars. This suggests that the administrative processes are largely perceived as effective and easy to navigate for the teaching staff.



Faculty of Physiotherapy Feedback Analysis

2024-2025

3. Welfare and support facilities (medical, financial, counselling) are satisfactory

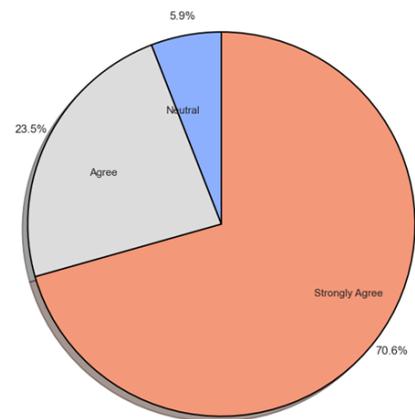


Welfare and support facilities (medical, financial, counselling) are satisfactory. (Faculty of Physiotherapy)

The feedback from Faculty of Physiotherapy teachers at SGT University regarding welfare and support facilities reveals a largely positive perception. While a significant majority (58.82%) rated the facilities as excellent (5 stars), a considerable portion also provided 4-star ratings (23.53%), indicating a generally high level of satisfaction. The relatively small percentage of 3-star ratings (17.65%) suggests that while most teachers are pleased, there's room for minor improvements to fully meet the needs of all faculty members.

4. Feedback from teachers is considered in curriculum development and policy

The overwhelming majority of teachers at the Faculty of Physiotherapy, SGT University (70.59%), rated the consideration of their feedback in curriculum development and policy as excellent (5 stars). A significant portion (23.53%) gave a positive rating of 4 stars, indicating general satisfaction. Only a small minority (5.88%) provided a 3-star rating, suggesting areas for potential improvement in incorporating teacher feedback. Overall, the data strongly suggests a high level of satisfaction with the institution's responsiveness to teacher input in shaping curriculum and policy.



Feedback from teachers is considered in curriculum development and policy. (Faculty of Physiotherapy)

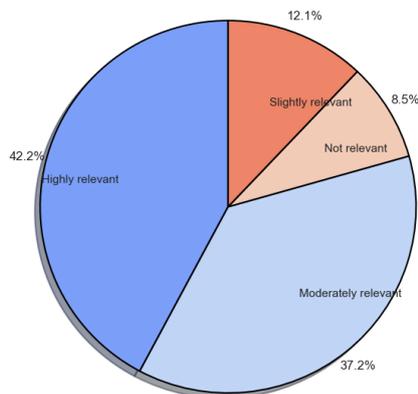
Faculty of Physiotherapy Feedback Analysis

2024-2025

Alumni Feedback

Feedback on Curriculum

1. How relevant was the curriculum to your current job or career?

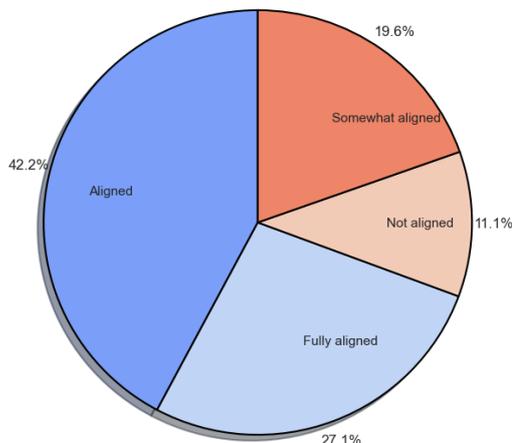


How relevant was the curriculum to your current job or career? (Alumni)

The SGT University alumni feedback shows that the curriculum is largely relevant to their current jobs. A significant majority (almost 80%) found it either highly or moderately relevant, indicating a strong connection between their education and professional lives. While a smaller portion felt it was only slightly relevant, and a small minority found it not relevant at all, the overall response suggests the university's curriculum is generally effective in preparing students for their careers.

2. How well did the curriculum align with current industry standards?

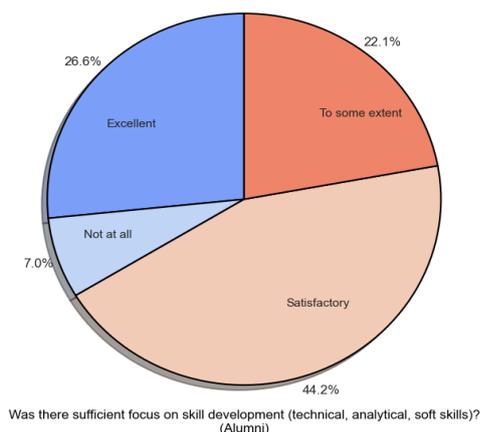
SGT University alumni feedback shows that a significant majority (almost 70%) felt the curriculum was either aligned or fully aligned with current industry standards. While a smaller portion (around 20%) felt it was only somewhat aligned, a relatively small percentage (about 11%) felt the curriculum wasn't aligned at all. This suggests a generally positive perception of curriculum relevance, though there's room for improvement to ensure even stronger alignment with industry needs for all students.



How well did the curriculum align with current industry standards? (Alumni)

3. Was there sufficient focus on skill development (technical, analytical, soft skills)?

SGT University alumni feedback shows a generally positive, but mixed, view on skill development. While a significant portion (44.22%) found the focus satisfactory, a considerable number (26.63%) rated it excellent. However, a notable minority (22.11%) felt skill development was only addressed to some extent, and a small percentage (7.04%) felt it was insufficient. Overall, the feedback suggests that while many alumni are pleased with skill development, there's room for improvement to ensure all students feel adequately prepared.



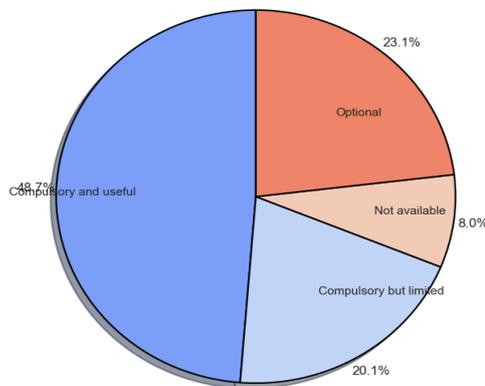
Was there sufficient focus on skill development (technical, analytical, soft skills)? (Alumni)

Faculty of Physiotherapy Feedback Analysis

2024-2025

4. Were internship/apprenticeship opportunities integrated into your course?

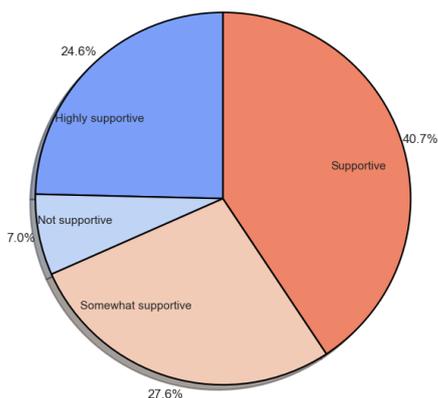
SGT University alumni feedback shows that almost half (48.74%) found internship/apprenticeship opportunities to be both compulsory and beneficial to their studies. A significant portion (20.1%) felt these opportunities were compulsory but limited in scope, while a smaller number (23.12%) reported them as optional. A concerning 8.04% indicated that such opportunities were not available at all, suggesting a need to improve access and the range of internship and apprenticeship options.



Were internship/apprenticeship opportunities integrated into your course? (Alumni)

5. Did the program support your preparation for higher studies or competitive exams?

The majority of SGT University alumni felt that their program was supportive in preparing them for higher studies or competitive exams, with a significant portion rating it as "Supportive" (40.7%) or "Somewhat supportive" (27.6%). While a smaller number found it "Highly supportive" (24.62%), a relatively small percentage (7.04%) reported the program as "Not supportive," suggesting that overall, the program's effectiveness in preparing students for further academic pursuits is viewed favorably by alumni.

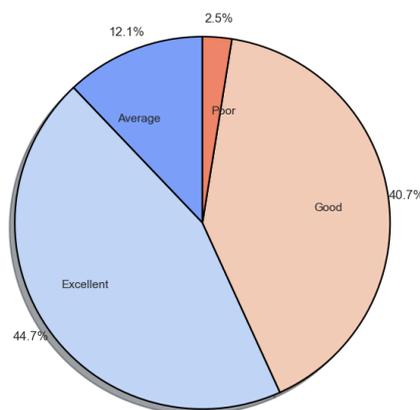


Did the program support your preparation for higher studies or competitive exams? (Alumni)

Teaching & Learning Environment

1. How would you rate the quality of teaching resources (faculty, books, materials)?

SGT University alumni overwhelmingly rated the quality of their teaching resources as good or excellent, with over 85% giving positive feedback. While a small percentage (around 2.5%) rated the resources as poor, the majority clearly found the faculty, books, and materials to be of high quality, indicating a strong overall perception of the educational resources provided by the university.

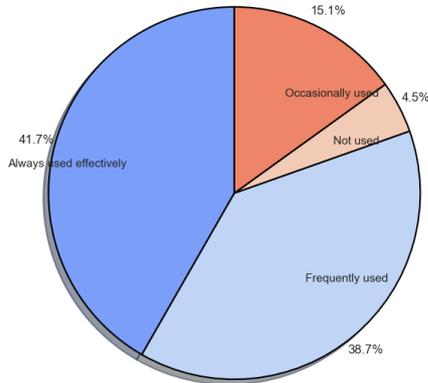


How would you rate the quality of teaching resources (faculty, books, materials)? (Alumni)

Faculty of Physiotherapy Feedback Analysis

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2. Use of modern teaching aids and learning platforms (PPTs, LMS, etc.):

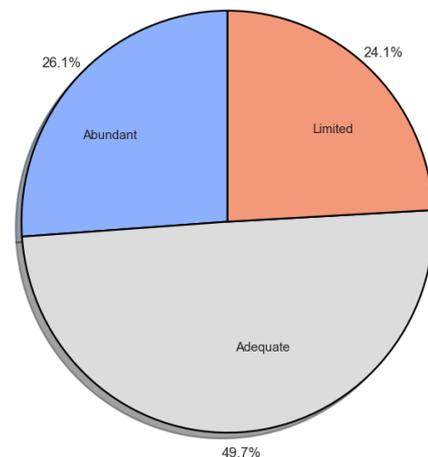


Use of modern teaching aids and learning platforms (PPTs, LMS, etc.): (Alumni)

SGT University alumni overwhelmingly reported positive experiences with the use of modern teaching aids and learning platforms. A significant majority (almost 80%) indicated that PowerPoint presentations and Learning Management Systems were either "Always" or "Frequently" used effectively in their classes. While a small percentage reported infrequent or no use of these tools, the data clearly suggests that SGT University is generally leveraging technology successfully to enhance the learning experience.

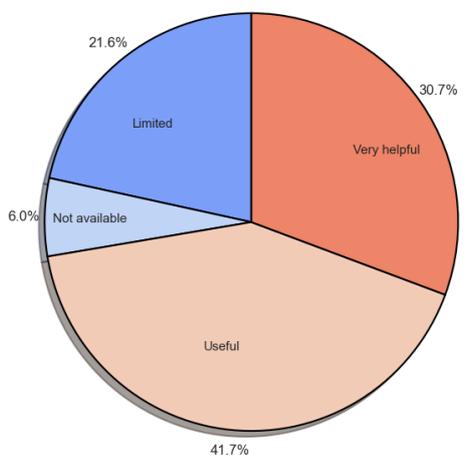
3. Opportunities to participate in research, innovation, or entrepreneurship:

SGT University alumni feedback reveals a mixed perception of research, innovation, and entrepreneurship opportunities. While almost half (49.75%) felt these opportunities were adequate, a significant portion (26.13%) considered them abundant, suggesting a positive experience for some. However, a considerable number (24.12%) found these opportunities limited, indicating a need for improvement to ensure all students have access to such experiences. This highlights the need for a more balanced and inclusive approach to fostering research, innovation, and entrepreneurship activities within the university.



Opportunities to participate in research, innovation, or entrepreneurship: (Alumni)

4. Availability and usefulness of mentoring and career counseling:



Availability and usefulness of mentoring and career counseling: (Alumni)

SGT University alumni feedback shows that while a significant portion (41.71%) found the mentoring and career counselling useful, and another large group (30.65%) found it very helpful, a substantial number (21.61%) felt it was limited, and a smaller percentage (6.03%) reported it as unavailable. This suggests that while there is a positive response from many alumni, there's also a need to improve the availability and scope of these services to better support all graduates.

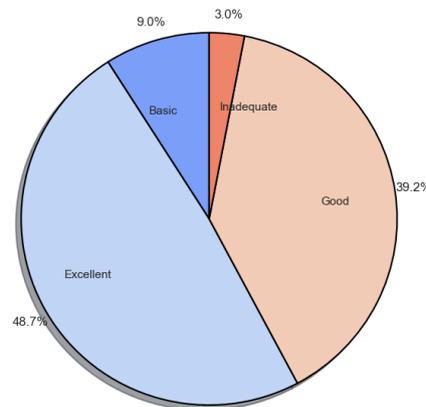
Faculty of Physiotherapy Feedback Analysis

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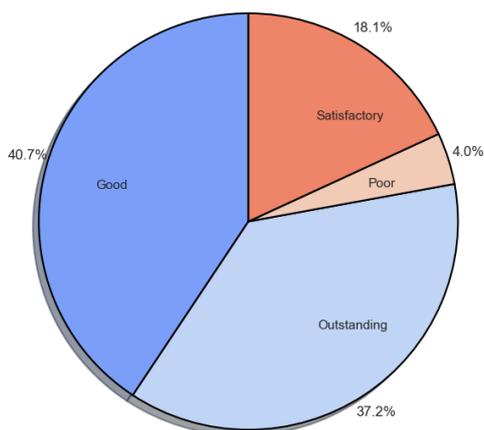
Campus Facilities & Infrastructure

1. Overall campus infrastructure (classrooms, amenities, accessibility):

SGT University alumni overwhelmingly rated the overall campus infrastructure positively. While a small percentage (3.02%) found it inadequate, the vast majority viewed it favourably, with nearly half (48.74%) rating it excellent and a significant portion (39.2%) rating it good. The relatively low number of 'basic' ratings (9.05%) suggests that even those who didn't rate it excellent or good still found the infrastructure to be functional and acceptable. In short, the feedback indicates a high level of satisfaction with the campus's classrooms, amenities, and accessibility.



Overall campus infrastructure (classrooms, amenities, accessibility): (Alumni)



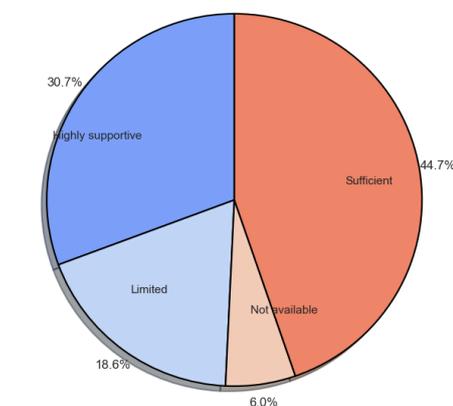
Facilities provided (Library, Labs, Internet, Hostel, Sports): (Alumni)

2. Facilities provided (Library, Labs, Internet, Hostel, Sports):

SGT University alumni overwhelmingly rated the provided facilities (library, labs, internet, hostel, and sports) as either good or outstanding, with over 77% giving positive feedback. While a small percentage (4%) considered the facilities poor, the majority expressed satisfaction, indicating that the university's infrastructure is generally well-regarded by its graduates.

3. Availability of digital and physical resources for self-learning & projects:

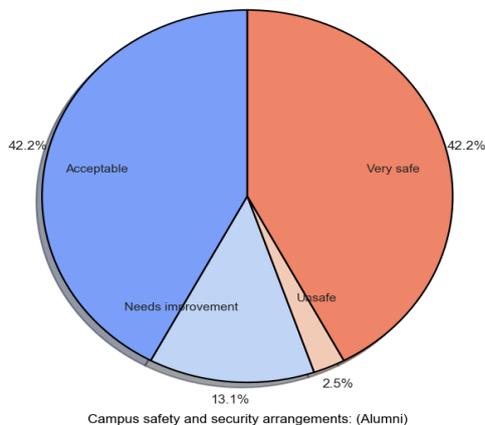
SGT University alumni feedback shows that a significant majority (44.72%) found the availability of digital and physical resources for self-learning and projects to be sufficient. A considerable portion (30.65%) rated the resources as highly supportive, indicating positive experiences. However, a notable number of alumni (18.59%) felt the resources were limited, and a smaller percentage (6.03%) reported them as unavailable, suggesting areas for improvement in resource provision to better support all students.



Availability of digital and physical resources for self-learning & projects: (Alumni)

Faculty of Physiotherapy Feedback Analysis

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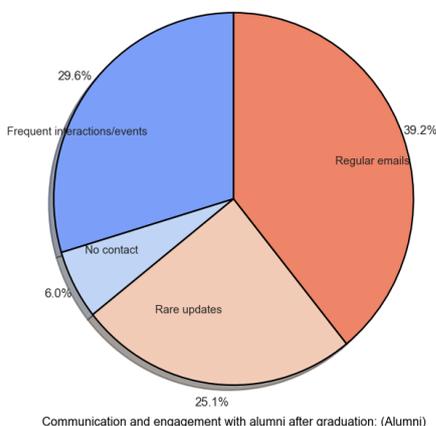
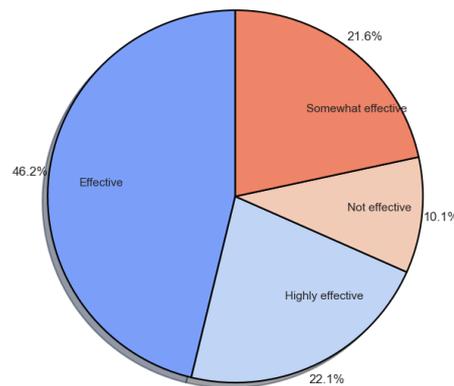
4. Campus safety and security arrangements:

SGT University alumni largely perceive campus safety and security as acceptable, with almost equal numbers rating it as "Acceptable" and "Very safe". However, a significant minority (13%) feel it needs improvement, and a small percentage (2.5%) reported feeling unsafe. Overall, while the majority find the campus safe, addressing the concerns of those who feel safety could be improved is crucial.

Institutional Services & Outreach

1. Effectiveness of the Training & Placement Cell in supporting career goals:

SGT University alumni largely view the Training and Placement Cell as effective in helping them achieve their career goals. While a significant portion (46.23%) found it effective, a substantial number (22.11%) even rated it highly effective. Although a smaller percentage felt it was only somewhat effective (21.61%) or not effective at all (10.05%), the overall feedback leans strongly positive, indicating the placement cell is generally successful in supporting students' career aspirations.



2. Communication and engagement with alumni after graduation:

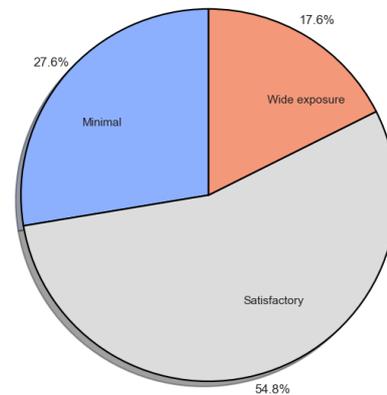
Over half (52.2%) at SGT COP, SGT University rate experiential learning as 5 stars, with 25.5% at 4 stars. Dissent is minimal (2.5–3.1%), reflecting strong hands-on components.

Faculty of Physiotherapy Feedback Analysis

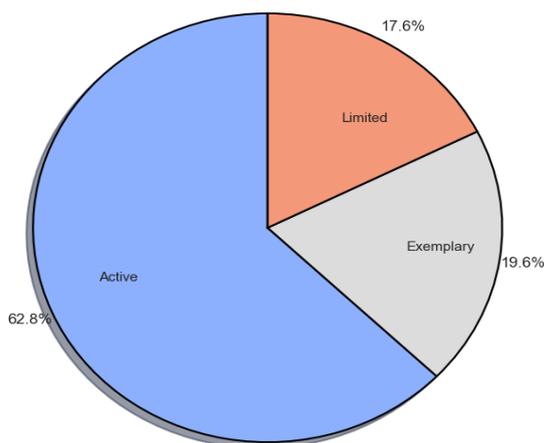
2024-2025

3. Exposure to international programs (exchange, MOOCs, webinars):

SGT University alumni feedback shows that while a majority (54.77%) found their exposure to international programs satisfactory, a significant portion (27.64%) felt it was minimal. A smaller percentage (17.59%) reported wide exposure to such programs. This suggests a need to improve and expand international program opportunities for students to enhance their overall learning experience.



Exposure to international programs (exchange, MOOCs, webinars): (Alumni)



Contribution of university towards social responsibility & sustainability: (Alumni)

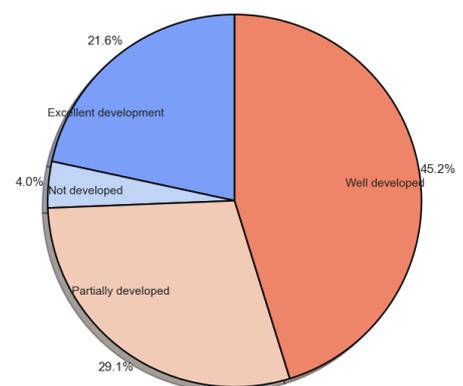
4. Contribution of university towards social responsibility & sustainability:

SGT University alumni largely view the university's contribution to social responsibility and sustainability as "Active," with 63% giving this rating. While a smaller percentage found it "Exemplary" (almost 20%), a notable minority (18%) felt the contribution was "Limited," suggesting there's room for improvement in this area despite a generally positive overall perception.

Outcome & Value Addition

1. Development of personality, leadership, and communication skills:

SGT University alumni feedback shows that a significant majority (45.23%) felt their personality, leadership, and communication skills were well-developed during their time at the university. A substantial portion (29.15%) reported partial development in these areas, while a smaller percentage (21.61%) rated the development as excellent. Only a small number (4.02%) felt these skills were not developed at all, suggesting that the university's efforts in this area are largely successful but could still benefit from further improvement to maximize positive outcomes for all students.

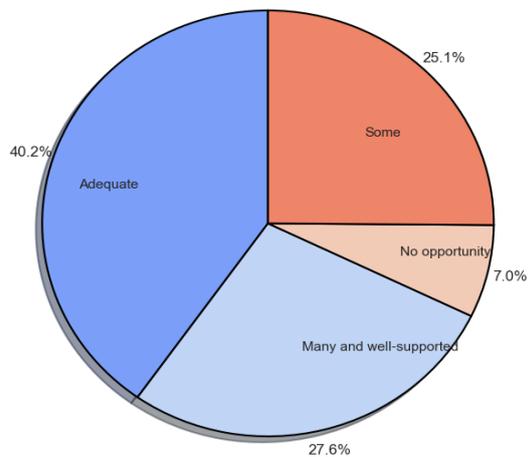


Development of personality, leadership, and communication skills: (Alumni)

Faculty of Physiotherapy Feedback Analysis

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2. Opportunities to lead student activities/startups /projects during course:

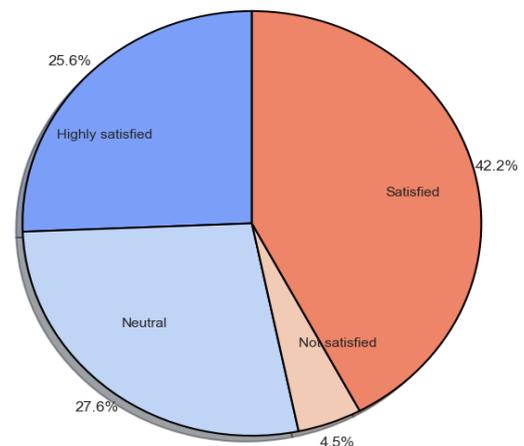


Opportunities to lead student activities/startups/projects during course: (Alumni)

SGT University alumni feedback reveals that while a significant portion (40.2%) felt there were adequate opportunities to lead student activities, startups, or projects during their studies, a substantial number (27.64%) found these opportunities plentiful and well-supported. However, a notable minority (25.13%) felt opportunities were only somewhat available, and a small percentage (7.04%) reported having no such opportunities at all. Overall, the feedback suggests a mix of positive and negative experiences, highlighting areas for both maintaining current levels of support and improvement in providing more extensive and well-supported leadership opportunities for all students.

3. Are you satisfied with your overall career progress after graduation?

SGT University alumni show a generally positive outlook on their career progress post-graduation. While a significant portion (42.21%) reported being satisfied, a nearly equal number (27.64%) felt neutral, suggesting room for improvement. A relatively small percentage (4.52%) expressed dissatisfaction, indicating that the majority of alumni have had at least a somewhat positive career experience after leaving the university. The high percentage of "satisfied" and "highly satisfied" responses combined suggest that the university's educational experience is largely contributing to positive career trajectories for a substantial portion of its alumni.



Are you satisfied with your overall career progress after graduation? (Alumni)

Faculty of Physiotherapy Feedback Analysis

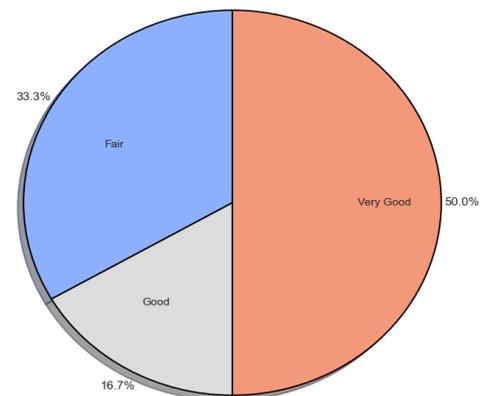
2024-2025

Employer Feedback

Subject Knowledge and Curriculum

1. Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum?

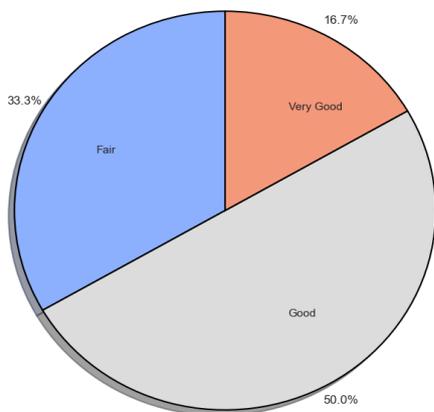
Employer feedback on SGT University graduates' subject knowledge and skills shows a mixed bag. While half of the employers rated graduates at 4 out of 5 stars, indicating a good level of proficiency, a significant portion (one-third) gave only a 2-star rating, suggesting some concerns about the graduates' preparedness. A smaller number of employers rated graduates at 3 stars, showing a more neutral perspective. Overall, the feedback highlights a need to address the concerns raised by the employers who gave lower ratings to ensure all graduates are adequately prepared for the workplace.



Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? (Employer)

Teamwork and Communication Skills

2. Are SGT graduates effective in team collaboration and clear in both verbal and written communication?



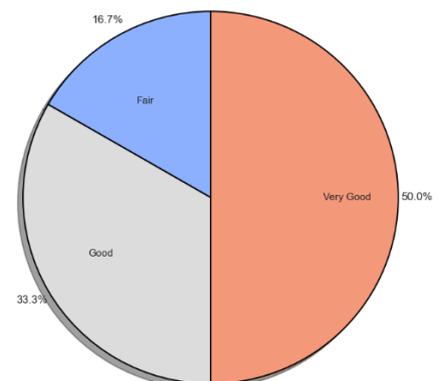
Are SGT graduates effective in team collaboration and clear in both verbal and written communication? (Employer)

Employer feedback on SGT University graduates' teamwork and communication skills reveals a mixed picture. While half of the employers rated these skills as average (3 stars), a significant portion (33.33%) rated them slightly below average (2 stars), suggesting some room for improvement. A smaller number (16.67%) gave a positive rating (4 stars), indicating that while some graduates excel, the overall perception is that teamwork and clear communication skills need further development.

Professionalism and Ethical Responsibility

3. Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles?

SGT University alumni feedback shows a generally positive, but mixed, view on skill development. While a significant portion (44.22%) found the focus satisfactory, a considerable number (26.63%) rated it excellent. However, a notable minority (22.11%) felt skill development was only addressed to some extent, and a small percentage (7.04%) felt it was insufficient. Overall, the feedback suggests that while many alumni are pleased with skill development, there's room for improvement to ensure all students feel adequately prepared.



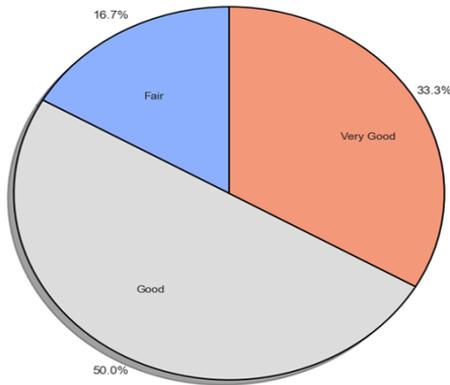
Do SGT graduates consistently demonstrate professionalism and uphold ethical standards in their roles? (Employer)

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Adaptability and Leadership Potential

4. How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization?



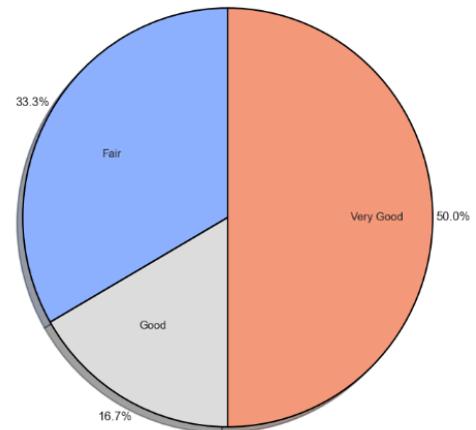
How would you assess the adaptability, initiative, and leadership potential of SGT graduates within your organization? (Employer)

Employer feedback on SGT University graduates reveals a mixed assessment of their adaptability, initiative, and leadership. While a significant portion (50%) rated these qualities as average (3 stars), a substantial number (33.33%) gave a positive rating (4 stars), suggesting some graduates demonstrate strong potential. However, a noticeable minority (16.67%) gave a lower rating (2 stars), indicating room for improvement in these key areas for some graduates. Overall, the feedback highlights a need for a more consistent development of these skills among SGT graduates.

Overall Satisfaction

5. Overall, how satisfied are you with the performance and contribution of SGT graduates?

Employer feedback on SGT University graduates shows a mixed but generally positive response. While half of the employers rated their satisfaction at 4 out of 5 stars, indicating a good level of satisfaction, a significant portion (one-third) gave a 2-star rating, suggesting some areas for improvement. A smaller group rated the graduates at 3 stars, indicating a moderate level of satisfaction. Overall, the results highlight a need to address the concerns raised by those giving lower ratings to better align graduate performance with employer expectations.



Overall, how satisfied are you with the performance and contribution of SGT graduates? (Employer)

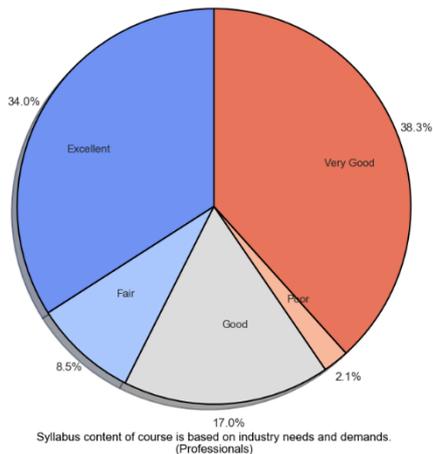
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Professionals Feedback

Feedback on Curriculum

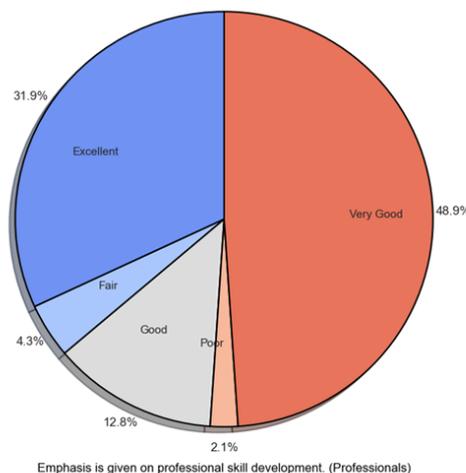
1. Syllabus content of course is based on industry needs and demands.



Professionals at SGT University generally feel the course syllabus reflects industry needs, with a significant majority (72.34%) giving it a 4 or 5-star rating. While a smaller portion (27.66%) provided lower ratings (1-3 stars), the positive feedback indicates a strong alignment between the curriculum and current industry demands. The relatively high number of 4-star ratings suggests that while mostly satisfied, there's room for minor improvements to fully meet all industry expectations.

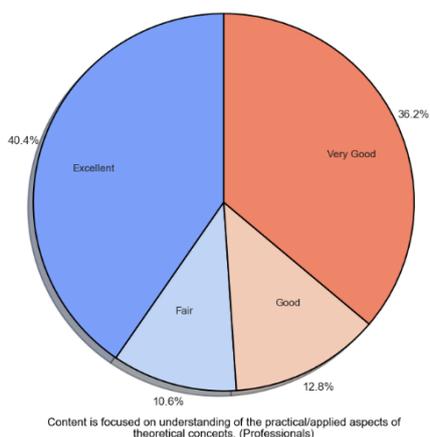
2. Emphasis is given on professional skill development.

Professionals at SGT University overwhelmingly feel that the university strongly emphasizes professional skill development. Almost half (48.94%) gave it a top rating of 4 stars, and a significant portion (31.91%) rated it 5 stars. While a small percentage provided lower ratings (1, 2, and 3 stars), the overall feedback indicates a high level of satisfaction with the university's focus on equipping students with practical skills for their careers.



3. Content is focused on understanding of the practical/applied aspects of theoretical concepts.

Professionals at SGT University largely agree that the course content effectively connects theory to practical application, with a significant majority (40.43% giving 5 stars and 36.17% giving 4 stars). However, a noticeable minority (10.64% giving 2 stars) felt the connection between theory and practice was weak, suggesting an area for improvement in ensuring all students find the applied aspect of the theoretical concepts clear and relevant. The remaining responses (12.77% giving 3 stars) indicate a neutral sentiment, potentially highlighting the need for further investigation into the specific aspects that are causing this level of dissatisfaction

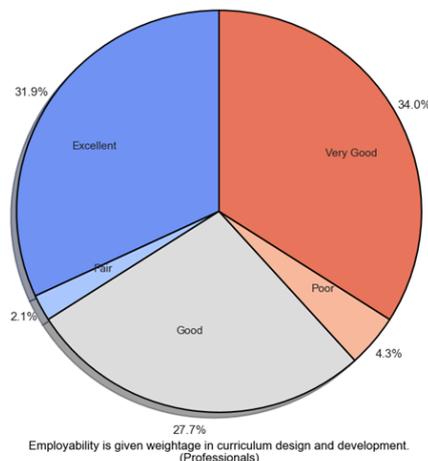


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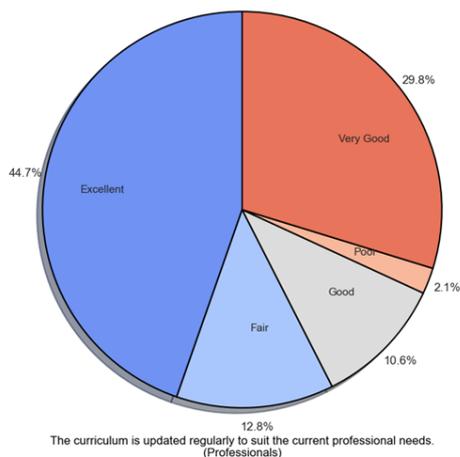
4. Employability is given weightage in curriculum design and development.?

Professionals at SGT University largely agree that employability is a significant factor in curriculum design, with the majority (31.91% giving 5 stars and 34.04% giving 4 stars). While a smaller portion rated it average (27.66% giving 3 stars), very few expressed significant dissatisfaction (only 4.26% giving 1 star and 2.13% giving 2 stars). Overall, the feedback indicates a positive perception of the university's focus on preparing students for the job market.



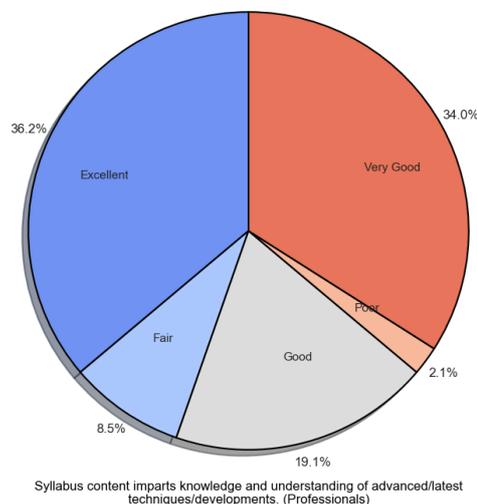
5. The curriculum is updated regularly to suit the current professional needs.

Professionals at SGT University largely agree that the curriculum is updated regularly to meet current professional needs, with almost half (44.68%) giving it a top rating of 5 stars. While a significant portion (29.79%) gave it a positive 4-star rating, a smaller but noticeable number expressed some dissatisfaction, with 12.77% rating it 2 stars and a small percentage (10.64% and 2.13%) giving it 3 and 1 star respectively. Overall, the feedback suggests a generally positive view of curriculum updates, but there's room for improvement based on the less positive ratings.



6. Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments.

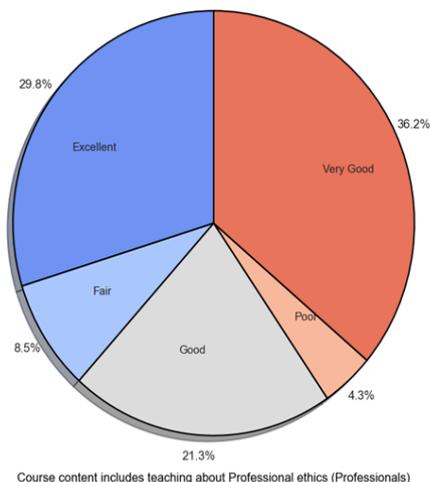
The feedback from Professionals at SGT University shows that a significant majority (over 70%) rated the syllabus content as either excellent (5 stars) or good (4 stars) in terms of imparting knowledge of advanced and latest techniques. While a smaller portion (around 27%) gave it a neutral (3 stars) or somewhat negative rating (1 or 2 stars), the overall sentiment suggests that the syllabus is largely effective in teaching cutting-edge techniques. The relatively low number of 1 and 2-star ratings indicates room for improvement, but the high proportion of 4 and 5-star ratings signifies a generally positive perception of the syllabus content's relevance and quality.



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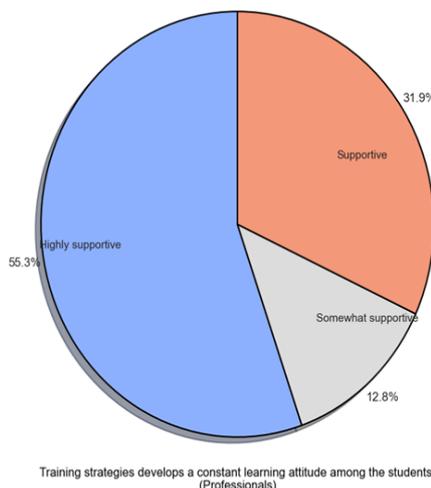
7. Course content includes teaching about Professional ethics



Professionals at SGT University generally view the course content's coverage of professional ethics positively, with the majority (36.17%) giving it a 4-star rating and a significant portion (29.79%) rating it 5 stars. However, a notable minority expressed less satisfaction, with a combined 12.77% giving it only 1 or 2 stars, suggesting areas for improvement in how professional ethics are taught. The data indicates a generally favorable perception but also highlights the need to address the concerns of those who rated the teaching of ethics lower.

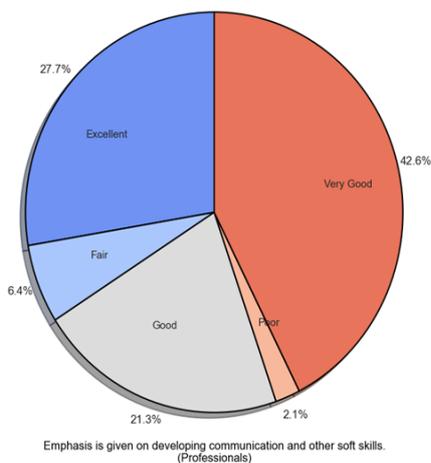
8. Training strategies develops a constant learning attitude among the students.

Professionals at SGT University largely approve of the training strategies' effectiveness in fostering a continuous learning attitude among students. A significant majority (55.32%) gave a top rating of 5 stars, indicating strong satisfaction. While a smaller portion (12.77%) gave a neutral 3-star rating, a substantial number (31.91%) also rated the strategies positively with 4 stars. Overall, the feedback demonstrates that the training strategies are generally successful in cultivating a positive learning environment



9. Emphasis is given on developing communication and other soft skills.

Professionals at SGT University generally feel that the emphasis on developing communication and other soft skills is good, with the majority (42.55%) giving it a 4-star rating. While a significant portion (27.66%) rated it highly with 5 stars, a smaller but noticeable number (21.28%) gave it a neutral 3-star rating, suggesting some room for improvement. The relatively low percentages of 1-star (2.13%) and 2-star (6.38%) ratings indicate that major concerns are minimal, but there's evidence that some refinements to soft skills training could further enhance the program's effectiveness.

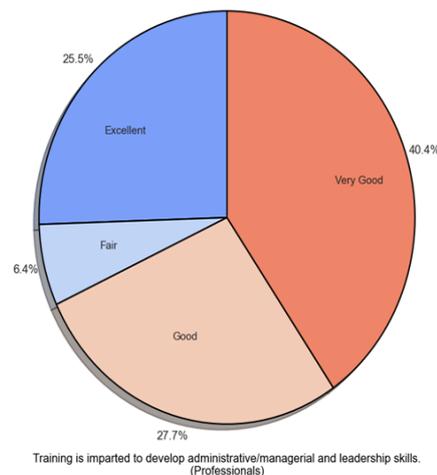


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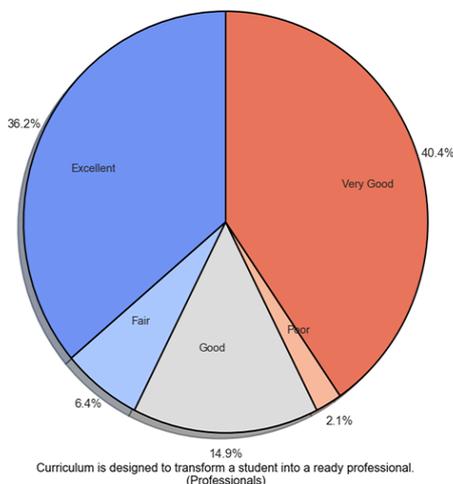
10. Training is imparted to develop administrative/managerial and leadership skills.

Professionals at SGT University generally view the training provided for administrative, managerial, and leadership skills positively. While a significant portion (40.43%) rated the training as excellent (4 stars), a considerable number (27.66%) gave it a satisfactory rating (3 stars). However, there's room for improvement as a smaller group expressed less satisfaction, with 6.38% giving a 2-star rating, suggesting some areas need attention. The high percentage of 4 and 3-star ratings indicates the training is largely effective but could benefit from enhancements to address the concerns raised by those providing lower ratings.



11. Curriculum is designed to transform a student into a ready professional.

The feedback from Professionals at SGT University shows that the curriculum is largely successful in preparing students for professional life. A significant majority (76.6% combined) rated the curriculum as either 4 or 5 stars, indicating a high level of satisfaction with its effectiveness in transforming students into job-ready professionals. While a smaller portion gave lower ratings (18.5% gave 2 or 1 star), the overwhelmingly positive response suggests the curriculum is generally achieving its goal.





Internal Quality Assurance Cell

Faculty of Physiotherapy (FPHY) Feedback Analysis

2024-2025

ATR Summary Report (Faculty of Physiotherapy)

S. No.	Context	Student Feedback	IQAC Recommendation	Action Taken
2.	Communication & Faculty Interaction	Students requested improved “understanding and problem-solving criteria,” “no partiality,” and a more “professional bond” between students and faculty.	IQAC request HODs to reinforce professional communication standards and faculty-student boundaries. FDPs were mandated to include modules on fairness, problem-solving, and student-centric communication.	FDP were conducted and the faculties were guided to adopt to student-centric approach and to create more connectivity with the Students
3.	Curriculum Enhancement	Students highlighted the need for “more experimental learning,” “real-life skill practice,” and requested subjects like personality development, ethics, entrepreneurship, clinic management, and sports/PT. They also asked for hospital visits from the 1st or 2nd year.	IQAC direct the curriculum committee to integrate additional hands-on learning opportunities, review early clinical exposure, and explore adding modules related to professional development, entrepreneurship, and sports/athletics.	Workshop and hands-on sessions were regularly organised by leading experts. Around 22 workshops were organised and visit to the hospital and eminent organisation was also conducted
4.	Events & Workshops	Students asked for more practical workshops, including advanced topics (e.g., neurological disorders, musculoskeletal techniques). They also requested a student exchange program and sports classes.	IQAC advise the Department of Professional Development to expand the frequency and specialization of workshops. It also recommended exploring global student exchange opportunities and reviewing the addition of sports/physical training sessions.	A student exchange program to AIMST, Malaysia, was conducted, and a workshop by international faculty and a clinical physio conclave were organised. new Mou,s were also signed to strengthen faculty
5.	Exam Structure & Fair Assessment	Students requested better exam timing, prep holidays, improved sessional structure, and	IQAC direct the Examination Department to review exam timings, introduce adequate preparation gaps, and	Proper notification and after exams, previewing the sessional sheet by he students has

		adequate gaps between papers. They also expressed concerns about fairness.	strengthen transparency and fairness in the sessional exam structure.	been implemented.
7.	General Feedback	Most feedback was positive or neutral: “Recommends Curriculum: Yes,” “Nothing,” “. ”	IQAC noted this positive sentiment and recommended continuation of current practices with ongoing quality enhancement.	new pedagogical approaches and student-centric policies are incorporated to achieve better goals
8.	Infrastructure Improvements	Students requested a “canteen and cafe” to enhance amenities on campus.	IQAC direct Administration and Infrastructure Committee to conduct a needs analysis and feasibility assessment for establishing a new canteen and café.	The request of the students has been forwarded to the concerned authority for due consideration
10.	Academic Workload & Student Well-Being	Students reported excessive workload, requesting reduced pressure from assignments and sessional.	IQAC direct Academic Committee to review workload distribution and balance assignments, sessions, and assessments to ensure student well-being.	Implementation of Periodic academic Review has been started and prior information about submission are provided to the students.
11.	Resource Availability (Library & Notes)	Students asked for “more books in the library” and special note booklets with case studies.	IQAC instruct Library Committee to immediately review book availability and procure updated titles. Faculty were directed to prepare standardized notes with case studies.	Students are provided with notes and list of Books to upgrade the resources has also been Submitted for further action.



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