

FEEDBACK REPORT

2023-2024

Faculty of Allied Health Sciences





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

FEEDBACK 2023-2024

**Internal Quality Assurance Cell
Faculty of Allied Health Sciences
Feedback Analysis
2023-2024**

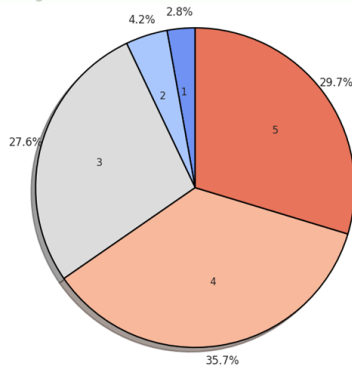


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Faculty of Allied Health Sciences Feedback
Analysis 2023-2024

Student's Feedback

Course Content

1. Rate whether courses offered are relevant to the Program

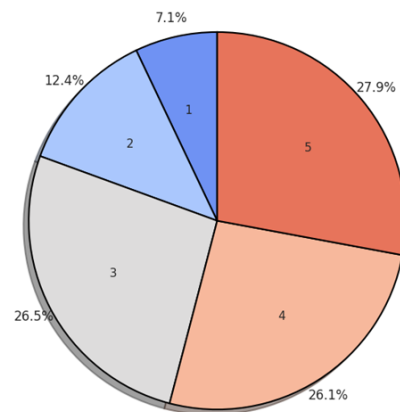


1. Rate whether courses offered are relevant to the Program (FAHS)

Most students at FAHS, SGT University, feel the courses offered are relevant to their program, with almost 30% giving the highest rating (5 stars) and a similar percentage giving a 4-star rating. While a significant portion (over 60% combined) rated the relevance highly, a noticeable minority (around 7%) gave lower ratings (1 or 2 stars), suggesting there's room for improvement in aligning some courses with program objectives for a better student experience

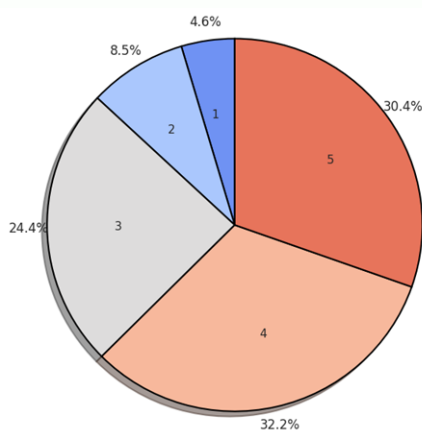
2. Practicals/Labs are given equal importance

Most students at FAHS, SGT University feel that practicals and labs are given a good level of importance, with nearly half (49%) showing a 4 or 5-star rating. While a significant portion of students are satisfied (26.5% gave a 3-star rating), there's also room for improvement as a considerable number (19.44%) feel practicals and labs could be better emphasized (giving a 1 or 2-star rating). The data suggests a generally positive but not overwhelmingly enthusiastic view of the balance between theory and practical application in the curriculum.



2. Practicals/Labs are given equal importance (FAHS)

3. The practicals/lab experiments enhanced understanding of concepts of theory



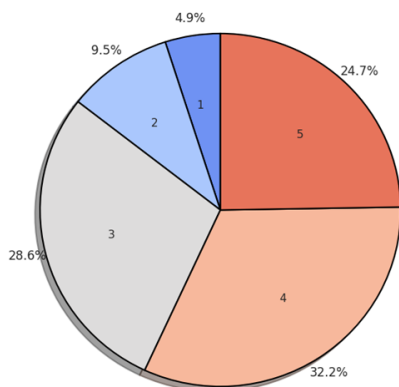
3. The practicals/lab experiments enhanced understanding of concepts of theory (FAHS)

Most students at FAHS, SGT University found that the practical lab experiments helped them understand the theoretical concepts, with a significant portion rating them 4 or 5 stars (over 60% combined). While a smaller number gave lower ratings (1 or 2 stars, totaling about 13%), the overall feedback suggests the practicals are generally effective in enhancing learning. Still, there's room for improvement to address the concerns of those who found them less helpful.



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4. Course content enhances technical skills to face the industry

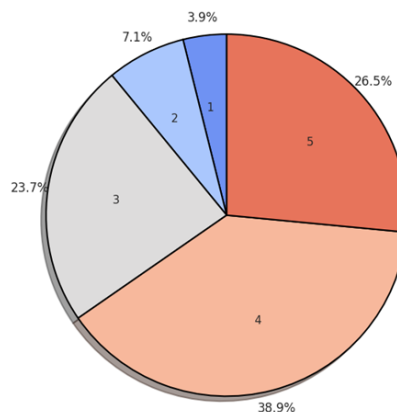


4. Course content enhances technical skills to face the industry (FAHS)

Most of the students at FAHS, SGT University, feel the course content adequately prepares them for industry challenges. While a significant portion (over 60%) rated the course content as good (3 or more stars), a considerable number (around 14%) felt it could be improved (rated 1 or 2 stars). This suggests a need to address the concerns of those who believe the course content needs more improvement to fully equip them with the technical skills demanded by the industry.

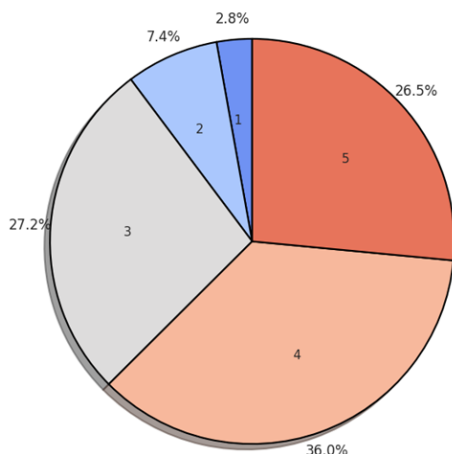
5. Rate the usefulness of the course in terms of knowledge concepts and analytical abilities and enhancing perspectives

Most students (over 60%) found the helpful course, with a significant portion (39%) rating it as very useful (4 stars). While a smaller number found it extremely useful (27%), a considerable group (24%) gave it a neutral rating (3 stars). Only a small percentage (around 11%) rated the course as somewhat unhelpful (1 or 2 stars). Overall, the feedback suggests the course is generally well-received and effective in enhancing knowledge, analytical skills, and perspectives, though there's room for improvement based on the responses from a minority.



5. Rate usefulness of the course in terms of knowledge concepts and analytical abilities and enhancing perspectives (FAHS)

6. Rate Applicability/relevance of courses taught to real-life situations & career advancement



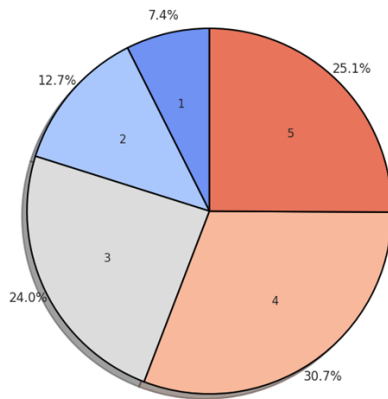
6. Rate Applicability/relevance of courses taught to real life situations & career advancement (FAHS)

Most students at FAHS, SGT University, feel that the courses' relevance to real-life situations and career advancement is good to excellent, with over 60% giving ratings of 4 or 5 stars. While a significant portion (27%) rated the applicability as average (3 stars), relatively few students found the courses irrelevant, indicating that improvements could be made to further strengthen the connection between coursework and practical application for career success.



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7. Availability of opportunities to participate in internship and field work



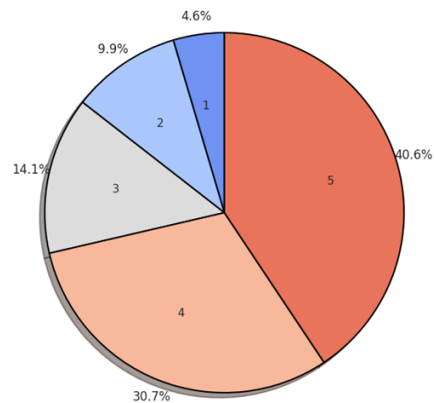
Student feedback on internship and fieldwork opportunities at FAHS, SGT University reveals a somewhat mixed response. While a significant portion of students (55.83%, those rating 4 or 5 stars) feel there are good opportunities available, a considerable number (30.14%, those rating 1, 2, or 3 stars) express some dissatisfaction. This suggests that while many students are satisfied, improvements could still be made to ensure more students have access to and positive experiences with internships and fieldwork.

7. Availability of opportunities to participate in internship and field work (FAHS)

Learning resources

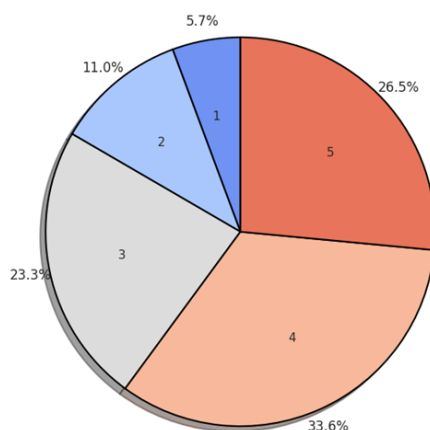
1. Adequate reference books are available in the Library

The feedback from FAHS, SGT University students regarding the library's reference book collection shows that a significant majority are satisfied. While a small percentage gave low ratings (1 or 2 stars), a large portion rated the availability of reference books as 4 or 5 stars, indicating that most students feel there are enough suitable books available in the library. The high number of 4 and 5-star ratings suggests the library is generally meeting student needs in this area, although there's room for improvement based on the less positive reviews.



1. Adequate reference books are available in the Library (FAHS)

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



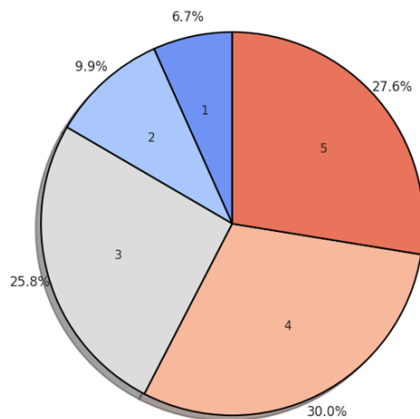
2. Appropriate reference material (print & online) is provided (FAHS)

Most students at FAHS, SGT University, feel that appropriate reference materials are provided, with over half giving a 4 or 5-star rating. While a significant portion are satisfied, a considerable number (around 40%) gave lower ratings (1, 2, or 3 stars), suggesting that improvements could be made to ensure all students have access to and find the provided resources suitable for their needs.



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3. Rate the usage of teaching aids and ICT tools in the class by teachers



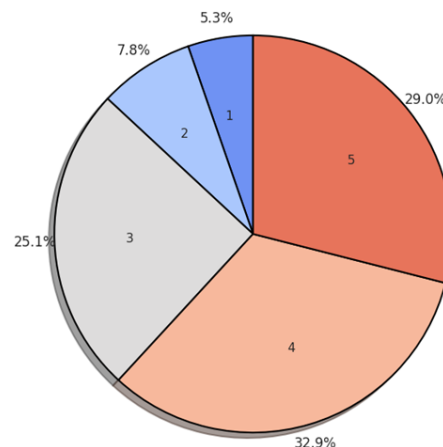
3. Rate the usage of teaching aids and ICT tools in the class by teachers (FAHS)

Most students at FAHS, SGT University, gave positive ratings regarding the use of teaching aids and ICT tools in their classes. While a small percentage gave lower ratings (1 and 2 stars), a significant majority rated the usage as 3 stars or higher, with the highest concentration of responses falling in the 4 and 5-star range. This suggests that teachers are generally making good use of these resources, although there's room for improvement based on the feedback from a small portion of students who felt the resources could be used more effectively.

Learning Environment

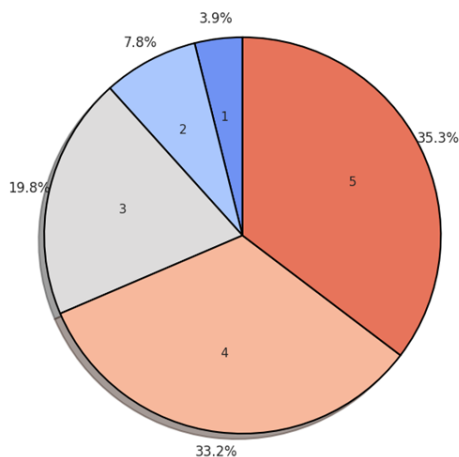
1. Teaching methods encourage your participation in learning

Most students at FAHS, SGT University, feel that teaching methods are fairly effective at encouraging their participation in learning. While a small percentage gave low ratings (1 or 2 stars), a significant majority rated the teaching methods positively (3, 4, or 5 stars), with the highest number of students giving a 4-star rating. This suggests that while there's room for improvement based on the low ratings, the teaching methods are generally well-received and actively involve students in the learning process.



1. Teaching methods encourage your participation in learning (FAHS)

2. Teacher is responsive to students needs and problems



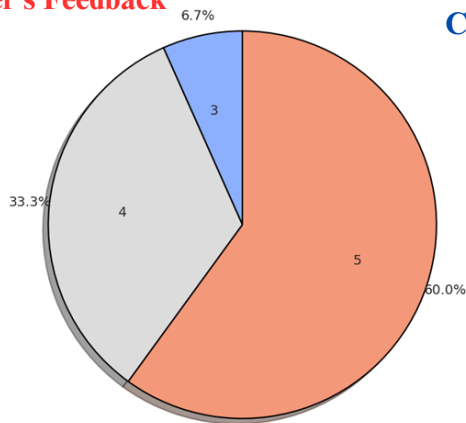
2. Teacher is responsive to students needs and problems (FAHS)

Most students at FAHS, SGT University, feel their teachers are responsive to their needs and problems. While a small percentage gave lower ratings (1 or 2 stars), a significant majority rated their teachers with 3 stars or higher, with the highest number of students giving 4 or 5 stars. This suggests a generally positive perception of teacher responsiveness, although there's room for improvement based on the feedback from those who gave lower ratings.



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Teacher's Feedback



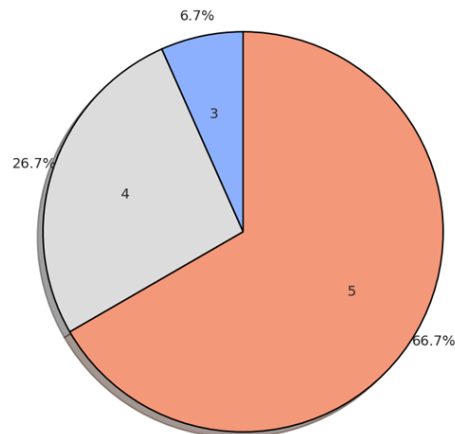
Content of course is based on industry needs and demands (FAHS)

Content of course is based on industry needs
and demands Average: 4.53

The feedback from FAHS, SGT University teachers shows that the course content strongly aligns with industry needs and demands. While a small percentage gave it a 3-star rating (6.67%), the vast majority rated it highly, with over 60% giving it a top 5-star rating and a further 33.33% giving it 4 stars. This indicates a high level of satisfaction with the curriculum's relevance to the professional world.

Course has good balance between theory
and practical application Average: 4.6

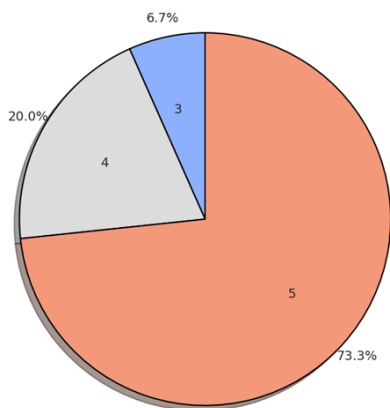
The majority of teachers at FAHS, SGT University, believe the courses offer a good balance between theory and practical application. While a small percentage gave a 3-star rating (6.67%), a significant portion rated it 4 stars (26.67%), with the largest group giving it a top 5-star rating (66.67%). This overwhelmingly positive feedback suggests the university is successfully integrating practical elements into its courses.



Course has good balance between theory and practical application (FAHS)

Course content stimulate my interest in
the subject area Average: 4.67

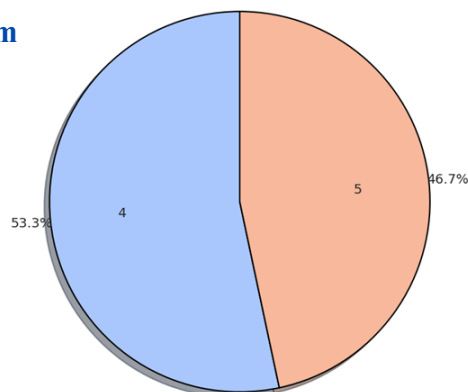
The feedback from FAHS, SGT University teachers shows that the course content is generally very engaging. A significant majority (73.33%) rated the content as highly stimulating (5 stars), with a further 20% giving it a positive rating (4 stars). Only a small percentage (6.67%) gave it a neutral rating (3 stars), indicating that the course materials are largely successful in capturing teachers' interest.



Course content stimulate my interest in the subject area (FAHS)

Employability is given weightage in curriculum
design and development. Average: 4.47

The feedback from FAHS, SGT University teachers shows that the curriculum effectively emphasizes employability. The vast majority (nearly 100%) rated the curriculum's focus on employability as either 4 or 5 stars out of 5, indicating a high level of satisfaction with how well the program prepares students for the job market.

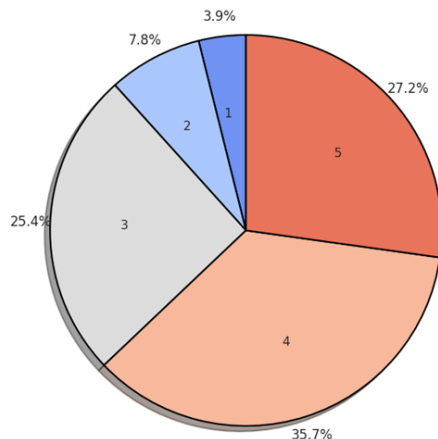


Employability is given weightage in curriculum design and development. (FAHS)



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2. The course content stimulated your interest in the subject area

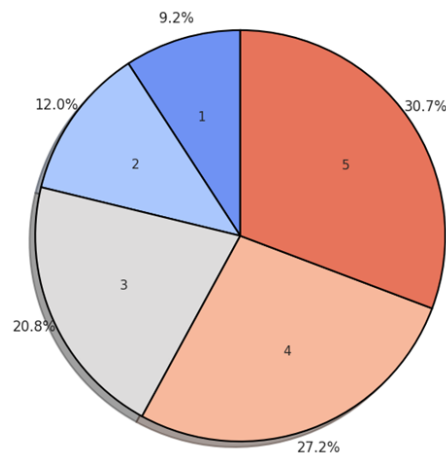


2. The course content stimulated your interest in the subject area (FAHS)

Most students at FAHS, SGT University found the course content interesting, with over 60% giving it a 4 or 5-star rating. While a significant portion rated it positively, a notable number of students (around 30%) gave it a 3-star rating, suggesting room for improvement to fully engage all students. The relatively low number of 1 and 2-star ratings indicates that the course content was generally well-received but could benefit from adjustments to capture the interest of the remaining students.

3. The syllabus was covered well within the time

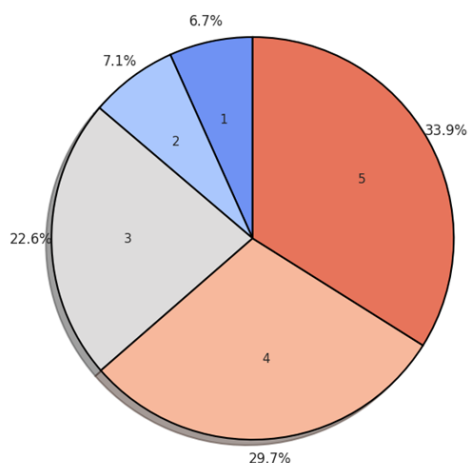
Most students at FAHS, SGT University felt the syllabus was covered well within the allotted time, with over half (57.95%) giving it a 4 or 5-star rating. While a significant portion were satisfied, a considerable number (almost 22%) gave it a 2 or 3-star rating, suggesting that some areas could be improved in terms of pacing or coverage for a better learning experience for all students.



3. The syllabus was covered well within the time (FAHS)

Assessment

1. Tests and examinations are conducted well within time



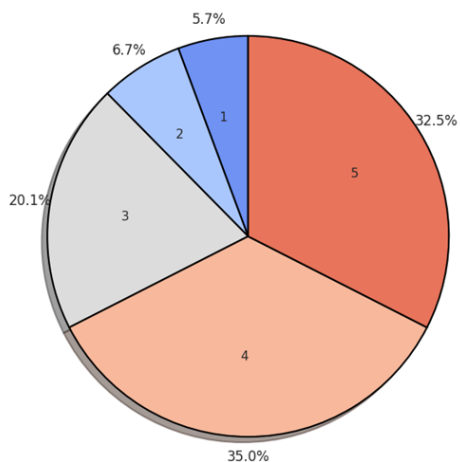
1. Tests and examinations are conducted well within time (FAHS)

Most students at FAHS, SGT University (33.92%) feel that tests and examinations are conducted very well within the allotted time, with a significant portion (29.68%) rating them as good. While a smaller number of students gave lower ratings (6.71% gave it 1 star, 7.07% gave it 2 stars, and 22.61% gave it 3 stars), the overall feedback suggests that the majority of students are satisfied with the time management aspects of their tests and exams.



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3. The teacher's ability in explaining areas of confusion

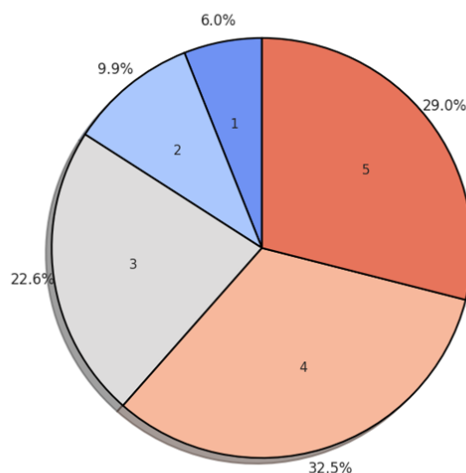


3. The teacher's ability in explaining areas of confusion (FAHS)

Most students at FAHS, SGT University, rated their teachers' ability to explain confusing topics positively. While a small percentage gave 1 or 2-star ratings (indicating some areas for improvement), the majority of students rated their teachers at 3 stars or higher, with a significant portion giving 4 or 5 stars. This suggests that, overall, teachers are doing a good job of clarifying difficult concepts, though there's still room for improvement based on the lower ratings received by a minority of students.

4. Overall environment in the class is conducive to learning

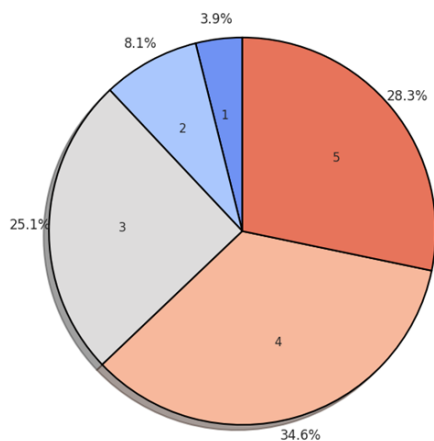
Most students at FAHS, SGT University, find the overall classroom learning environment to be fairly good. While a significant portion (32.51%) rated it 4 out of 5 stars, a substantial number also gave it 3 stars (22.61%) and 5 stars (28.98%), indicating a generally positive but not universally excellent experience. A smaller percentage gave lower ratings (6.01% gave 1 star and 9.89% gave 2 stars), suggesting room for improvement in certain areas to ensure all students feel the classroom is conducive to learning.



4. Overall environment in the class is conducive to learning (FAHS)

Quality of Delivery

1. The contents of syllabus were appropriately sequenced



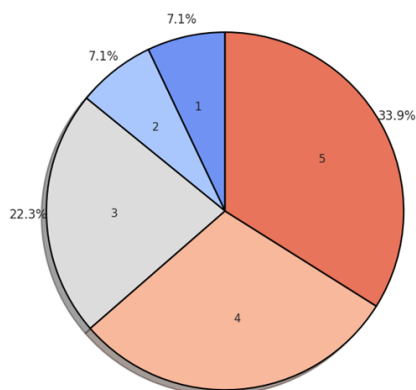
1. The contents of syllabus were appropriately sequenced (FAHS)

Most students at FAHS, SGT University felt the syllabus content was appropriately sequenced, with a significant portion giving it a 4 or 5-star rating (62.9%). While a considerable number of students rated it a 3-star (25.09%), indicating general satisfaction, a smaller group gave it lower ratings (1 and 2 stars, totaling around 12%), suggesting some room for improvement in the sequencing of syllabus content for a better learning experience for all.



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2. The sequence of internal/sessional examinations is helpful in covering the whole course content

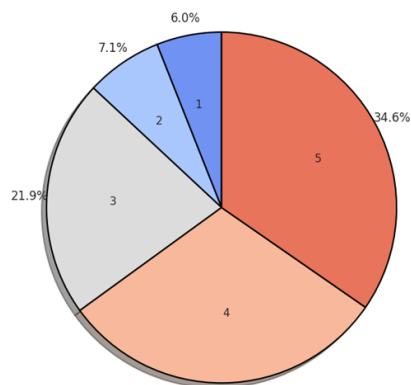


2. The sequence of internal/sessional examinations is helpful in covering the whole course content (FAHS)

Most students at FAHS, SGT University, find the sequence of internal/sessional exams helpful in covering the course content. While a significant portion gave it a 4 or 5-star rating (showing strong agreement), a noticeable number also gave it 2 or 3 stars, suggesting that some students either feel only somewhat helped by the exam schedule or are less satisfied with it. The near equal distribution between 1 and 2-star ratings indicates there may be room for improvement in the exam schedule to better support all learners.

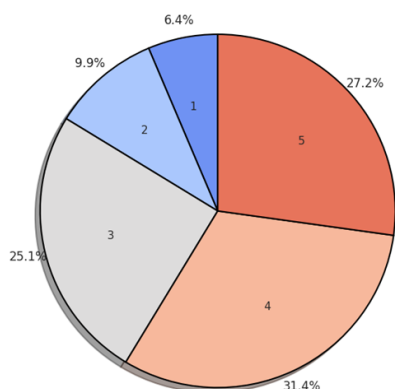
3. Rate your experience with the inclusion of Objective type Questions in the Exam paper

Most students at FAHS, SGT University, had a positive experience with objective-type questions on their exams. A significant majority (over 65%) rated their experience either 4 or 5 stars, indicating satisfaction with this exam format. While a smaller portion gave lower ratings (1-3 stars), the overall feedback suggests that objective questions were generally well-received.



3. Rate your experience with the inclusion of Objective type Questions in the Exam paper (FAHS)

4. Rate your satisfaction with the examination and evaluation pattern of the university

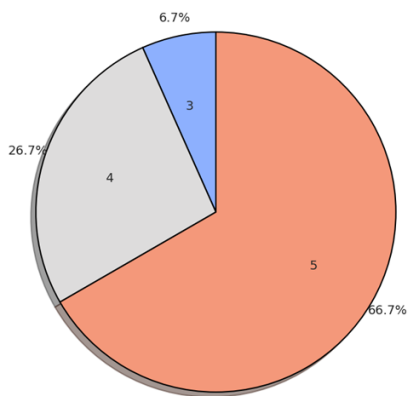


4. Rate your satisfaction with the examination and evaluation pattern of the university (FAHS)

Most students at FAHS, SGT University, are somewhat satisfied with the university's examination and evaluation pattern. While a significant portion (31.45%) gave it a 4-star rating, indicating a positive experience, a considerable number (27.21%) gave it a 5-star rating showing strong satisfaction. However, a notable minority expressed less satisfaction, with almost 16% combined rating it 1 or 2 stars, suggesting areas for improvement exist within the system. The overall picture points to a mostly positive but not overwhelmingly enthusiastic student response.



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The curriculum is updated time to time (FAHS)

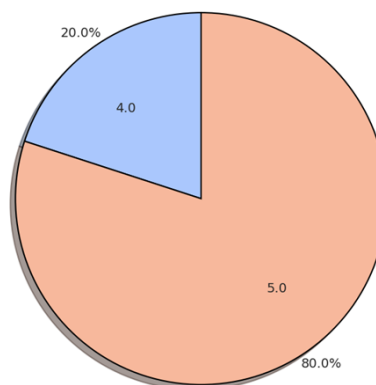
The curriculum is updated time to time

Average: 4.6

The feedback from FAHS, SGT University teachers shows overwhelmingly positive views on the curriculum's timeliness. While a small percentage gave it a 3-star rating (6.67%), a significant majority rated the curriculum's updates highly, with 26.67% giving it 4 stars and a substantial 66.67% giving it the top 5-star rating. This indicates that the curriculum is generally considered up-to-date and relevant by the teaching staff.

Freedom to propose, suggest, modify topics in syllabus/ course content **2024**
Average: 4.8

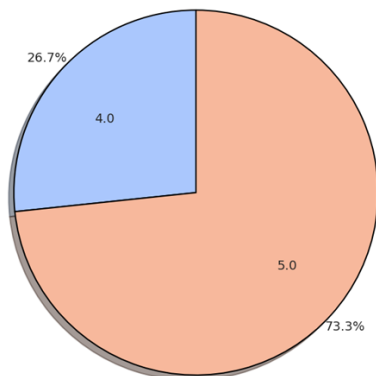
Teachers at FAHS, SGT University overwhelmingly feel they have a lot of freedom to suggest changes to the syllabus and course content. The feedback shows a strong positive response, with 80% giving a top rating and the remaining 20% giving a rating just one point lower. This indicates a high level of satisfaction with the level of autonomy given to instructors in shaping their courses.



Freedom to propose, suggest, modify topics in syllabus/ course content (FAHS)

Freedom to innovate and adopt new teaching strategies/methods **Average: 4.73**

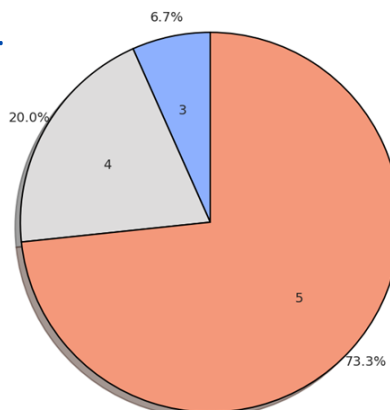
The overwhelming majority of teachers at FAHS, SGT University (73.33%) gave very positive feedback, rating their freedom to innovate and use new teaching methods with 5 out of 5 stars. A smaller portion (26.67%) gave a positive but slightly less enthusiastic 4-star rating. Overall, the feedback strongly indicates that teachers feel they have significant autonomy to experiment with and implement innovative teaching approaches.



Freedom to innovate and adopt new teaching strategies/methods (FAHS)

Freedom to design strategies/techniques for formative assessment **Average: 4.67**

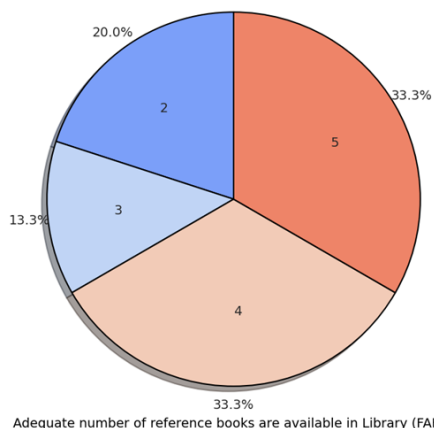
Teachers at FAHS, SGT University largely feel they have a good amount of freedom to design their own formative assessment strategies and techniques. While a small percentage gave it a 3-star rating (6.67%), the majority rated it 4 stars (20%) or the highest rating of 5 stars (73.33%), indicating a generally positive perception of the autonomy they have in this area.



Freedom to design strategies/techniques for formative assessment (FAHS)



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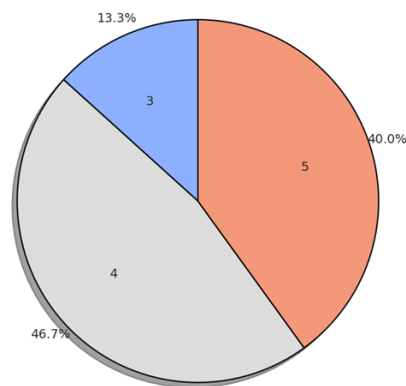
Adequate number of reference books are available in Library (FAHS)

Adequate number of reference books are available in Library Average: 3.8

Teachers at FAHS, SGT University gave mixed feedback on the library's reference book collection. While a significant portion (66.66%) rated the availability as good (4 or 5 stars), a considerable number (33.33%) felt it could be better (2 or 3 stars), indicating a need for improvement in the library's reference book collection to better meet the needs of all faculty.

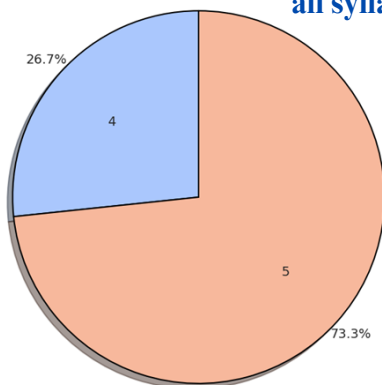
Appropriate Teaching aids(audio-visual) are available in lecture theatres Average: 4.27

The feedback from FAHS, SGT University teachers shows a largely positive view of the availability of appropriate audio-visual teaching aids in lecture theatres. While a small percentage (13.33%) gave a 3-star rating, suggesting some room for improvement, the vast majority rated the aids highly, with almost half (46.67%) giving 4 stars and a significant portion (40%) giving the top rating of 5 stars. Overall, this indicates that the audio-visual resources are generally considered adequate and effective, although there is potential for further enhancement to meet the needs of all instructors.



Appropriate Teaching aids(audio-visual) are available in lecture theatres (FAHS)

Internal/sessional examinations are conducted in time with adequate coverage of all syllabus Average: 4.73

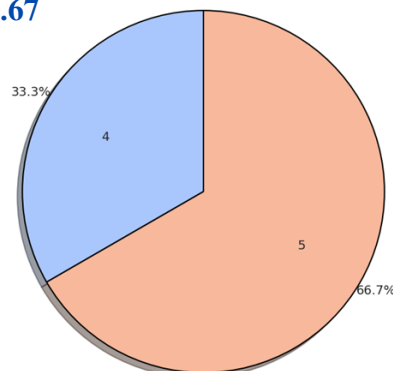


Internal/sessional examinations are conducted in time with adequate coverage of all syllabus (FAHS)

The overwhelming majority of FAHS, SGT University teachers (73.33%) rated the timeliness and syllabus coverage of internal/sessional exams as excellent (5 stars), with a smaller portion (26.67%) giving a positive but slightly less enthusiastic 4-star rating. This indicates a high level of satisfaction among the faculty regarding the administration and scope of these exams.

Level of satisfaction with Examination reforms- Percentage of theory and practical Average: 4.67

The feedback from FAHS, SGT University teachers regarding their satisfaction with the examination reforms, specifically the balance between theory and practical components, shows overwhelmingly positive results. Two-thirds of respondents gave the highest rating (5 stars), while another third gave a 4-star rating. This indicates a high level of approval and satisfaction among teachers with the implemented changes to the examination structure.

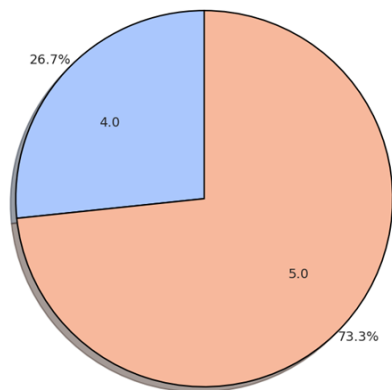


Level of satisfaction with Examination reforms- Percentage of theory and practical (FAHS)



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Rate your level of satisfaction with the examination and evaluation pattern of the University Average: 4.73

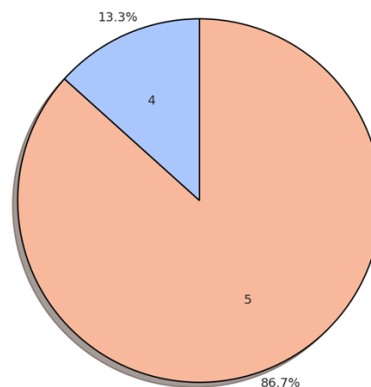


Rate your level of satisfaction with the examination and evaluation pattern of the University (FAHS)

The overwhelming majority of FAHS, SGT University teachers (73.33%) are very satisfied with the university's examination and evaluation pattern, rating it 5 stars. A smaller portion (26.67%) expressed a high level of satisfaction, giving it a 4-star rating. Overall, the feedback indicates a strong positive sentiment towards the current system.

Overall environment in the department is conducive to teaching and learning
Average: 4.87

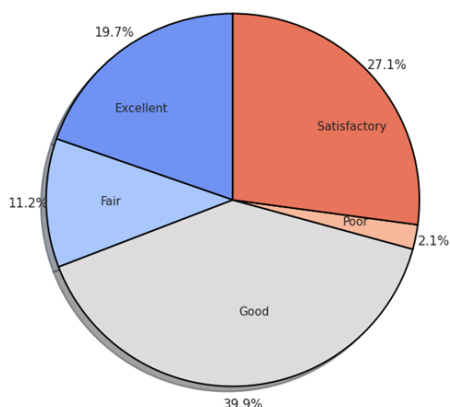
The overwhelming majority of teachers at FAHS, SGT University, feel the department's environment is excellent for teaching and learning. While a small percentage gave a 4-star rating (13.33%), the vast majority (86.67%) gave it a top 5-star rating, indicating a highly positive and supportive atmosphere for both instructors and students.



Overall environment in the department is conducive to teaching and learning (FAHS)

Alumni Feedback

Rate your level of satisfaction with the course curriculum delivered to you.



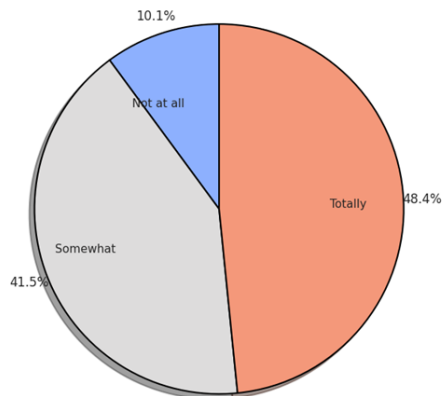
Rate your level of satisfaction with the course curriculum delivered to you? (Al

SGT University alumni largely expressed satisfaction with their course curriculum, with "Good" (39.89%) and "Satisfactory" (27.13%) ratings representing the majority of responses. While a significant portion found the curriculum excellent (19.68%), a smaller number rated it as "Fair" (11.17%) or "Poor" (2.13%), suggesting areas for potential improvement despite generally positive feedback.



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How do you rate the relevance of the curriculum of your degree/diploma program with respect to your current job?

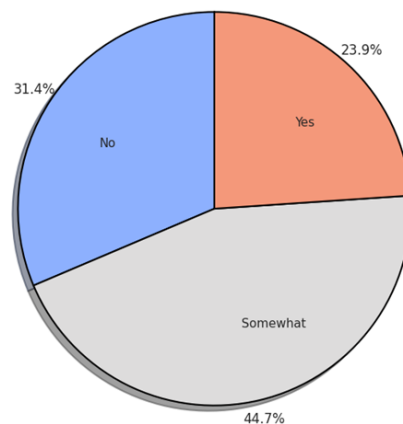


How do you rate the relevance of the curriculum of your degree/diploma program with respect to your current job? (Alumni)

SGT University alumni largely feel their degree programs were relevant to their current jobs, with almost half (48.4%) rating the curriculum as "Totally" relevant. While a significant portion (41.49%) felt the relevance was only "Somewhat" applicable to their work, a relatively small percentage (10.11%) found the curriculum "Not at all" relevant, suggesting a generally positive perception of the curriculum's practical value.

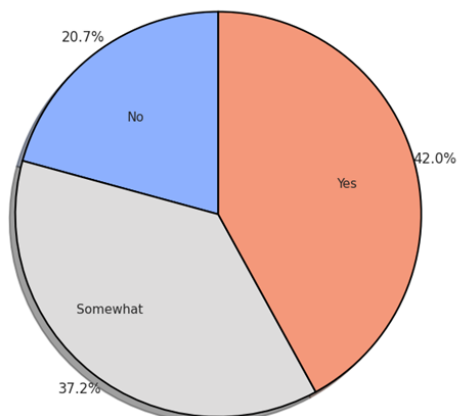
Did you get sufficient placement opportunities through the institution?

SGT University alumni had mixed feelings about placement opportunities. A significant portion (44.68%) felt they received somewhat sufficient opportunities, while a smaller group (23.94%) felt they received enough. However, a concerning number (31.38%) reported insufficient placement opportunities, indicating a need for the university to improve its career services and placement support.



Did you get sufficient placement opportunities through the institution? (Alumni)

Did the curriculum of your degree/diploma program help you in placement?



Did the curriculum of your degree/diploma program helped you in placement? (Alumni)

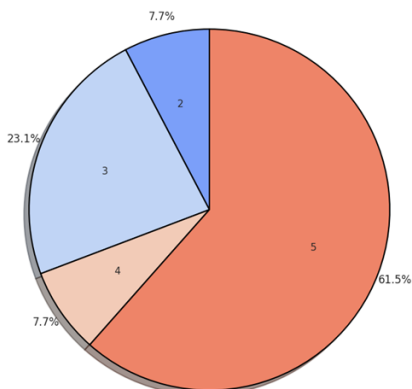
SGT University's alumni feedback shows that while a significant majority (42.02%) felt their program's curriculum helped them secure employment, a considerable portion (37.23%) felt it only helped somewhat. A smaller group (20.74%) reported that the curriculum did not aid their placement efforts. This indicates that while the curriculum is effective for many, improvements could be made to better support all graduates in their job search.



Internal Quality Assurance Cell
Faculty of Allied Health Sciences Feedback
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Employer Feedback

- 1. **Subject Knowledge and Curriculum: Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? Average: 4.38**



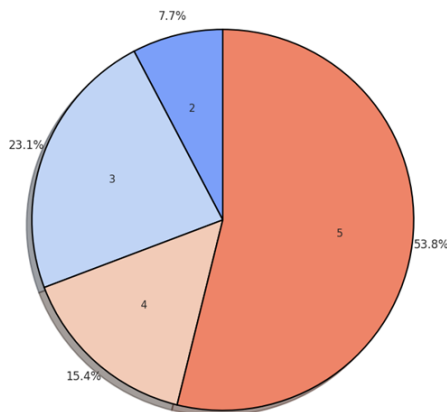
1. Subject Knowledge and Curriculum: Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? (Employer)

Employer feedback on SGT University graduates' subject knowledge shows a predominantly positive view. While a significant majority (61.54%) rated graduates with 5 stars, indicating strong subject knowledge and proficiency, a noticeable portion (23.08%) gave a 3-star rating, suggesting room for improvement in some areas. The relatively small percentages of 2-star and 4-star ratings indicate that the overall perception is neither extremely negative nor overwhelmingly enthusiastic, but rather centers around a generally positive assessment with some areas needing attention.

- 2. **Problem solving and Critical Thinking: How well do SGT Graduates demonstrate problem solving and critical thinking skills in the workplace ?**

Average: 4.38

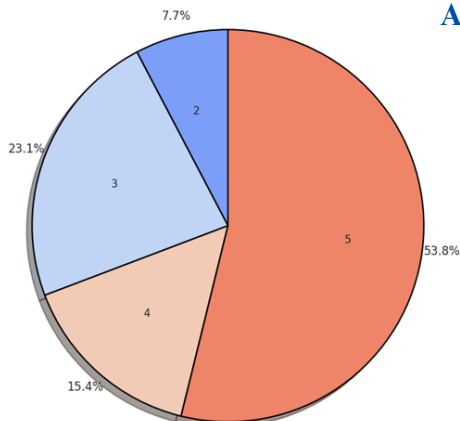
Employer feedback on SGT University graduates' problem-solving and critical thinking skills shows a generally positive but mixed result. While a significant majority (53.85%) rated these skills highly with 4 or 5 stars, a considerable portion (23.08%) gave a middling 3-star rating, suggesting room for improvement. The relatively small percentages of 2-star ratings (7.69%) and 4-star ratings (15.38%) indicate that while many employers are satisfied, there's a notable group who see some areas needing development in these crucial skills for workplace success.



2. Problem solving and Critical Thinking: How well do SGT Graduates demonstrate problem solving and critical thinking skills in the workplace ? (Employer)

- 3. **Teamwork and Communication: SGT graduates effective in team collaboration and clear in their verbal and written communication ?**

Average: 4.38



3. Teamwork and Communication: SGT graduates effective in team collaboration and clear in their verbal and written communication ? (Employer)

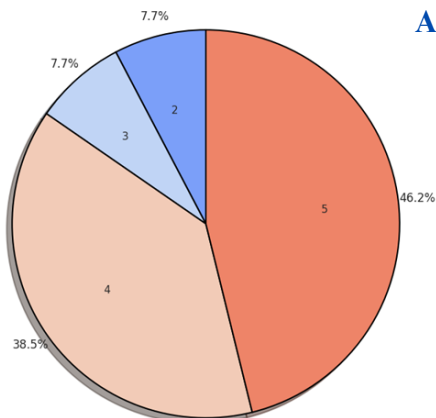
SGT University graduates generally receive positive feedback on their teamwork and communication skills, with a significant majority (53.85%) of employers rating them with 4 or 5 stars. While a considerable portion (23.08%) gave a 3-star rating, suggesting areas for improvement, the relatively low percentages of 2-star ratings (7.69%) and the high number of 4 and 5 star ratings indicate that teamwork and communication are generally strengths for SGT graduates, though further enhancements could make them even more competitive.



Internal Quality Assurance Cell
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4. Professionalism and Ethical responsibility: Do SGT graduates exhibit ethical behavior and professionalism in their roles?

Average: 4.38



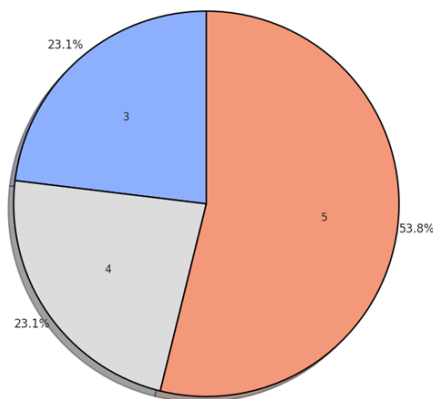
Employer feedback on the professionalism and ethical behavior of SGT University graduates is largely positive. While a small percentage gave ratings of 2 or 3 stars, the majority (84.61%) rated them 4 or 5 stars, indicating that most employers find SGT graduates to be ethical and professional in their work. This suggests a strong emphasis on these qualities in the university's curriculum and student development.

4. Professionalism and Ethical responsibility Do SGT graduates exhibit ethical behavior and professionalism in their roles? (Employer)

5. Adaptability and Initiative: How would you rate the adaptability and leadership potential of SGT graduates in your organization?

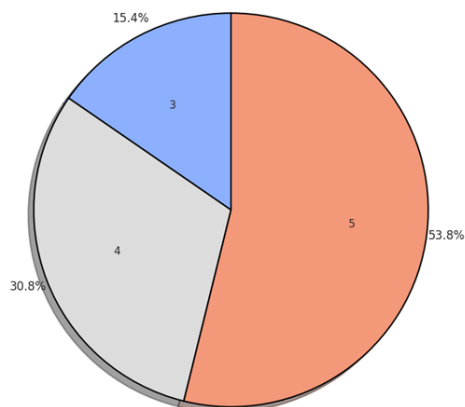
Average: 4.38

Employers at SGT University generally view the adaptability and leadership potential of graduates favorably. While a significant portion (53.85%) gave the highest rating of 5 stars, a notable number also gave 3 and 4-star ratings, suggesting that while many graduates excel in these areas, there's room for improvement in some cases. Overall, the feedback indicates a positive perception of SGT graduates' ability to adapt and demonstrate leadership.



5. Adaptability and Initiative: How would you rate the adaptability and leadership potential of SGT graduates in your organization? (Employer)

6. Overall Satisfaction: How satisfied are you overall with the performance of SGT graduates? Average: 4.38



6. Overall Satisfaction: How satisfied are you overall with the performance of SGT graduates? (Employer)

Employer feedback on SGT University graduates shows high overall satisfaction. A significant majority (53.85%) gave the highest rating of 5 stars, indicating a very positive view of graduate performance. While a smaller portion rated them 3 stars (15.38%), a substantial number (30.77%) gave a 4-star rating, suggesting generally positive experiences with only minor areas for potential improvement. Overall, the results strongly suggest that employers are pleased with the quality of SGT graduates.

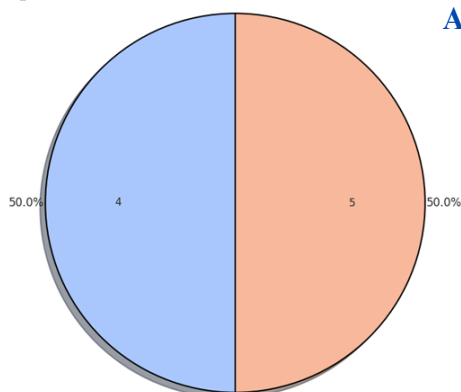


Internal Quality Assurance Cell
Faculty of Allied Health Sciences Feedback
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Professionals Feedback

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

Average: 4.5



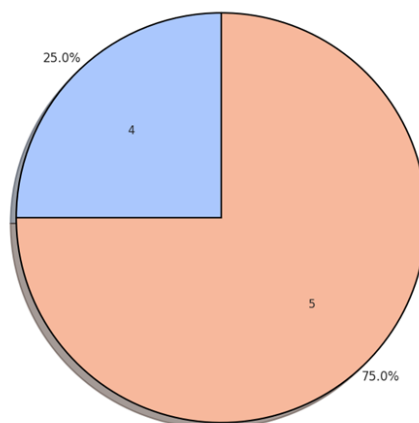
Syllabus content of course is based on industry needs and demands.
(Professionals)

Professionals at SGT University overwhelmingly feel that the syllabus content accurately reflects current industry needs and demands, with half giving it a 4-star rating and the other half a perfect 5-star rating. This indicates a high level of satisfaction with the curriculum's relevance and practical application

2. Emphasis is given on professional skill development.

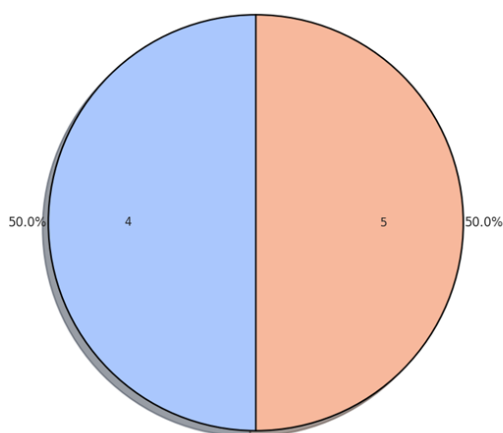
Average: 4.75

Professionals at SGT University overwhelmingly reported that the university places a strong emphasis on developing professional skills. The feedback showed that 75% gave the highest rating (5 stars), and a further 25% gave a 4-star rating, indicating a very positive overall perception of the university's focus on professional skill development.



Emphasis is given on professional skill development. (Professionals)

3. Content is focused on understanding of the practical/applied aspects of the theoretical concepts. Average: 4.5



Content is focused on understanding of the practical/applied aspects of the theoretical concepts. (Professionals)

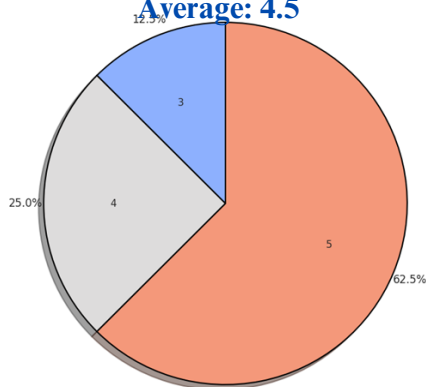
Professionals at SGT University overwhelmingly rated the content's focus on practical application of theoretical concepts very highly. Half gave it a 4-star rating and the other half a 5-star rating, indicating a strong consensus that the curriculum effectively connects theory to real-world application



Internal Quality Assurance Cell
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4. Employability is given weightage in curriculum design and development.

Average: 4.5

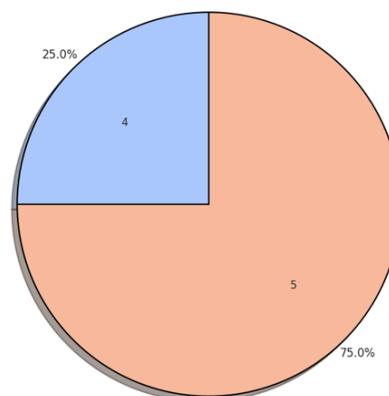


Employability is given weightage in curriculum design and development. (Professionals)

Professionals at SGT University largely agree that employability is a significant factor in curriculum design and development. While a small percentage gave it a 3-star rating, the majority rated it 4 or 5 stars, indicating strong satisfaction with how well the curriculum prepares students for jobs. The overwhelmingly positive feedback suggests the university is effectively incorporating industry needs into its programs

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

Average: 4.75

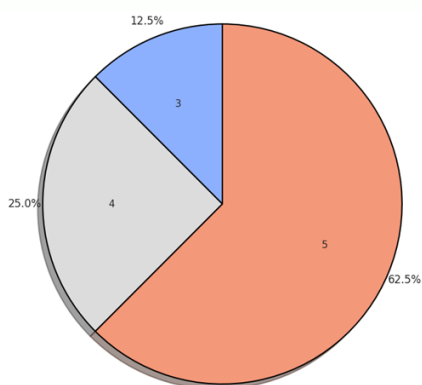


The curriculum is updated regularly to suit the current professional needs. (Professionals)

Professionals at SGT University overwhelmingly approve of the curriculum's relevance to current professional needs. The feedback shows that 75% gave it a top rating of 5 stars, with an additional 25% giving it a strong 4-star rating. This indicates a high level of satisfaction with how well the curriculum keeps up with industry demands.

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

Average: 4.5

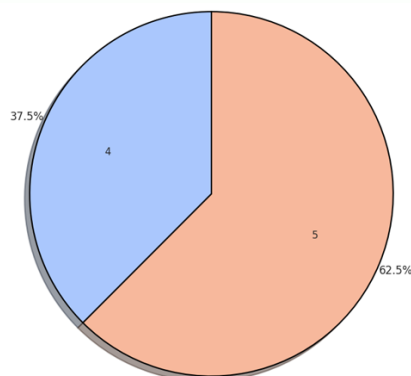


Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments. (Professionals)

Professionals at SGT University generally feel the syllabus content is good at teaching advanced techniques and new developments, with a significant majority (62.5%) rating it excellent (5 stars). While a quarter (25%) gave it a good rating (4 stars), a smaller portion (12.5%) gave a neutral rating (3 stars), suggesting room for minor improvements but overall high satisfaction with the curriculum's up-to-date content.

7. Course content includes teaching about Professional ethics

Average: 4.63



Course content includes teaching about Professional ethics (Professionals)

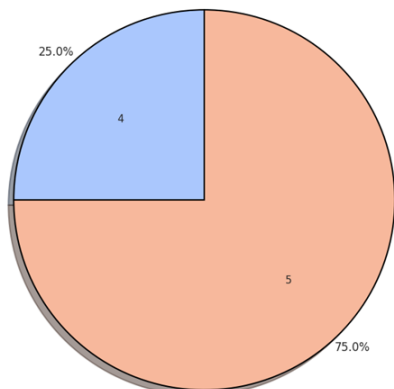
Professionals at SGT University overwhelmingly approve of the inclusion of professional ethics in their course content. The feedback shows a very positive response, with over 60% giving it a top rating of 5 stars and the remaining giving a very good rating of 4 stars. This indicates a high level of satisfaction with the current approach to teaching professional ethics within the university's curriculum.



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

Average: 4.75

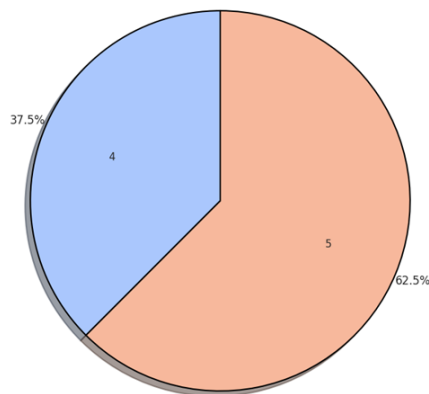


Training strategies develops a constant learning attitude among the students.
(Professionals)

Professionals at SGT University overwhelmingly approve of their training strategies' effectiveness in fostering a continuous learning attitude among students. The feedback shows a strong positive sentiment, with 75% giving a top rating of 5 stars and the remaining 25% giving a very positive 4-star rating. This indicates that the training programs are highly successful in cultivating a culture of ongoing learning and development within the student body.

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

Average: 4.63

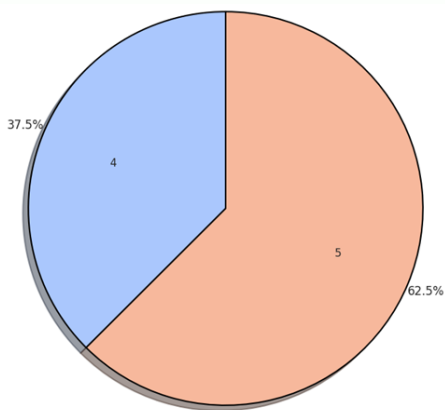


Emphasis is given on developing communication and other soft skills.
(Professionals)

Professionals at SGT University overwhelmingly agree that the university places significant emphasis on developing students' communication and other soft skills. The feedback shows a very positive perception, with over 60% giving the highest rating of 5 stars and the remaining giving a strong 4-star rating, indicating a high level of satisfaction with the university's approach to soft skills development

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

Average: 4.63

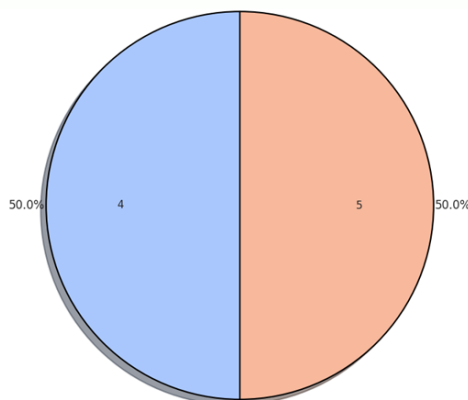


Training is imparted to develop administrative/managerial and leadership skills.
(Professionals)

Professionals at SGT University overwhelmingly rated the training provided for administrative, managerial, and leadership skills very highly. A significant majority (62.5%) gave it a top 5-star rating, with the remaining 37.5% giving a positive 4-star rating. This indicates that the training program is largely successful in equipping professionals with the necessary skills in these crucial areas.

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

Average: 4.5



Curriculum is designed to transform a student into a ready professional
(Professionals)

Professionals at SGT University gave overwhelmingly positive feedback on the curriculum's effectiveness in preparing students for professional careers. Half of the respondents rated the curriculum a 4 out of 5 stars, while the other half gave it a perfect 5 out of 5 stars, indicating a strong consensus that the program successfully equips students with the necessary skills and knowledge for professional success.



SGT
UNIVERSITY

Shree Guru Gobind Singh Tricentenary University



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



Internal Quality Assurance Cell
Faculty of Allied Health Sciences Feedback
Analysis 2023-2024

Insights

FAHS Feedback Action Taken Report (2023-2024)

Sr.	Context	Student Feedback	IQAC Recommendation	Action Taken
1	Exam Structure/Schedule	Students expressed the need for more sessional exams to aid consistent preparation and reduce exam stress.	Consider more sessional exams to complement the current assessment methods, enhancing student preparedness.	According to new pedagogy, students are being continuously assessed on periodic assessment, self directive learning, comprehensive student assessment and peer group activities
2	Practical Learning	Students emphasized the importance of more hands-on experiences, including hospital visits.	Enhance the focus on practical sessions to ensure a better balance between theory and application.	Evaluative clinical practice, internship, industrial visit already implemented and also had discussion with Department of Industrial collaboration and internship affairs to enhance practical learning
3	Faculty Absenteeism/Short age	Students highlighted the need for more faculty and improved communication during classes.	Recruit additional faculty and provide training to address specific challenges, ensuring better student engagement.	The request for additional faculty has been sent. The faculty has attended training organized centre for career advancement (CCA).
4	Communication Gaps	Improve communication between faculty, students, and administration.	Enhance communication channels between faculty, students, and administration by establishing regular feedback sessions, open forums, and dedicated support teams to address concerns effectively.	Since, Departments are split, effective micro management system shall be established, as the number of Departments has increased from 4 to 9, which may result in effective communication between faculty, students and Admin.
5	More soft skill classes	Regular sessions and workshops will be conducted to improve students' English communication skills.	Organize workshops, language courses, and interactive sessions to improve English communication skills for students fostering better academic and professional communication.	FAHS placement committee has already taken initiative in association with CCA, SGT University in this regard.



Internal Quality Assurance Cell
Faculty of Allied Health Sciences Feedback
Analysis 2023-2024

Insights

FAHS Feedback Action Taken Report (2023-2024)

Sr.	Context	Student Feedback	IQAC Recommendation	Action Taken
6	Real-World Opportunities	Alumni suggested to Add more exposure to real world opportunities for all courses and not for only few.	Expand real-world exposure across all courses by including internships, field visits, and industry collaborations.	Introduced real-world exposure modules for all courses, including mandatory internships and fieldwork as part of the curriculum.
7	Placement Opportunities	Alumni suggested for More opportunities for placements in specialized settings and Incorporating more case studies and practical workshops into the curriculum.	Collaborate with industry leaders to create specialized placement drives. - Partner with organizations to offer tailored placements relevant to specific skill sets.	Initiated collaborations with more specialized industries and companies to broaden placement opportunities.
8	Practical Curriculum	Feedback from employers suggest a room for improvement in some areas of modern techniques and tools	Incorporate more case studies and hands-on workshops to enhance the practical understanding of students and align with industry standards	Organized training sessions on advanced techniques and tools in collaboration with industry experts. - Revised curriculum to include cutting-edge industry practices.
9	Modern Techniques & Tools	Professional showed building overall satisfaction but suggested a room for improvement in syllabus curriculum so that students can be made more industry ready.	Review and update the syllabus to focus on industry-relevant topics and skills.	Revised curriculum based on suggestions from industry professionals and alumni. - Conducted faculty development programs to ensure teaching aligns with industry needs.