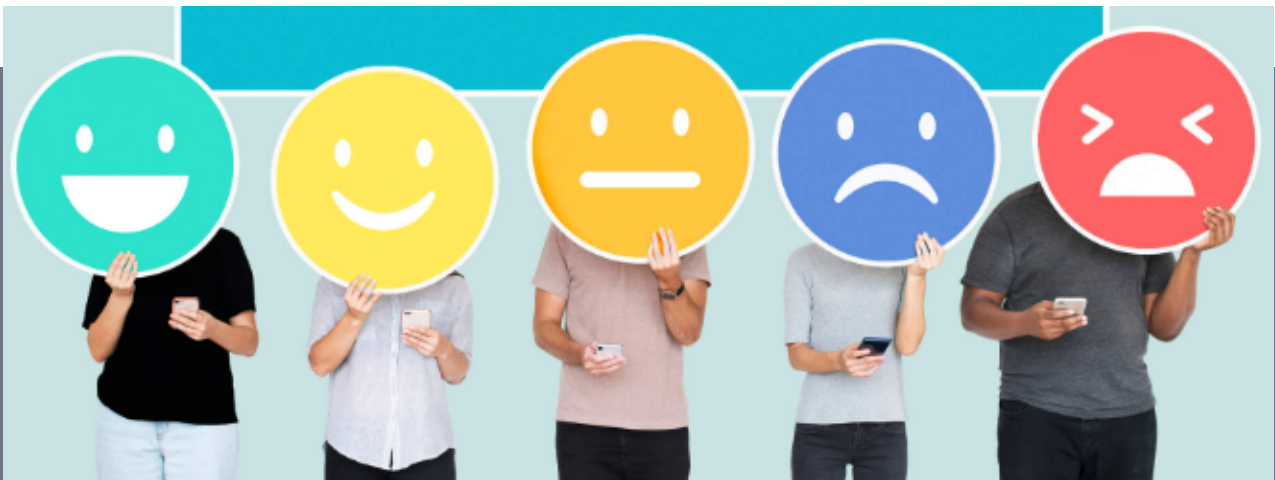


# FEEDBACK REPORT

## 2023-2024

**Faculty of Behavioural & Social Sciences**





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

# **FEEDBACK 2023-2024**

**Internal Quality Assurance Cell  
Faculty of Faculty of Behavioural & Social  
Sciences Feedback Analysis  
2023-2024**

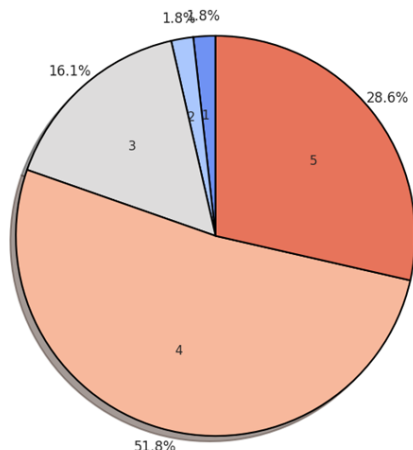


Internal Quality Assurance Cell  
Faculty of Behavioural & Social Sciences Feedback  
Analysis 2023-2024

## Student's Feedback

### Course Content

#### 1. Rate whether courses offered are relevant to the Program

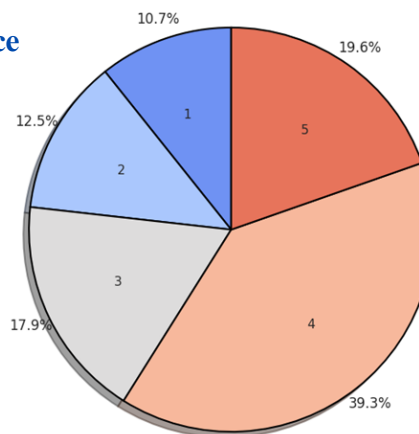


1. Rate whether courses offered are relevant to the Program (FBSS)

Overall, students at FBSS, SGT University, feel that the courses offered are quite relevant to their program. While a small percentage gave low ratings (1 or 2 stars), the majority of students rated the relevance highly, with over 80% giving either 4 or 5 stars. This suggests that the curriculum is largely well-aligned with program goals, although there's room for minor improvements based on the feedback from the small minority who felt the courses were less relevant.

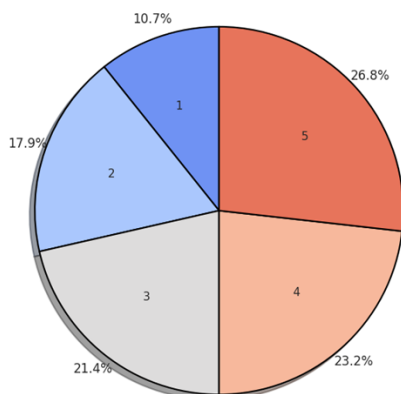
#### 2. Practicals/Labs are given equal importance

Most students at FBSS, SGT University feel that practicals/labs are given a good amount of importance in their courses, with almost 40% giving a 4-star rating. While a significant portion rated it positively (4 and 5 stars combined), a considerable number also gave lower ratings (1, 2, and 3 stars), suggesting that there's room for improvement to ensure all students feel practicals/labs receive equal weight in their overall learning experience. The distribution shows a general satisfaction but also highlights the need to address the concerns of the students who gave lower ratings.



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

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



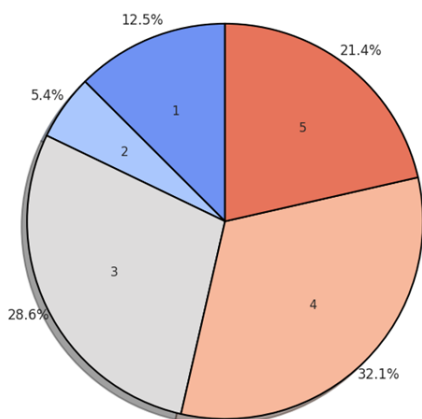
3. The practicals/lab experiments enhanced understanding of concepts of theory (FBSS)

Most students at FBSS, SGT University found that lab experiments helped them understand theoretical concepts, with a significant portion rating the effectiveness as 4 or 5 stars. While a considerable number gave it a 3-star rating, indicating a moderate level of helpfulness, a smaller but noticeable percentage felt the practicals were less beneficial, giving 1 or 2 stars. Overall, the feedback suggests a generally positive but not overwhelmingly enthusiastic view of how well lab experiments supported theoretical learning.



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#### 4. Course content enhances technical skills to face the industry

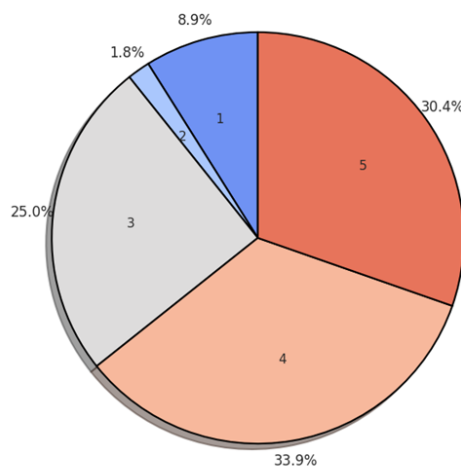


Most students at FBSS, SGT University feel the course content is fairly good at preparing them for industry jobs, with a significant portion rating it 4 out of 5 stars. While a considerable number gave it a 3-star rating, suggesting areas for improvement, a smaller group felt the course content was less effective, indicated by the lower ratings of 1 and 2 stars. Overall, the feedback shows a generally positive perception, but there's room to enhance the curriculum to better meet industry expectations for a larger portion of students

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

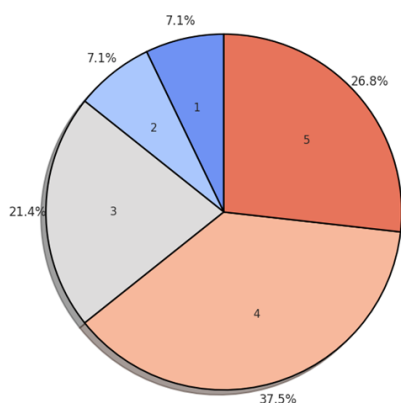
#### 5. Rate usefulness of the course in terms of knowledge concepts and analytical abilities and enhancing perspectives

Most students at FBSS, SGT University found the course useful, with a significant portion rating it 4 or 5 stars (over 64% combined). While a smaller number gave it 3 stars, very few students rated it poorly (less than 11% gave it 1 or 2 stars). This suggests the course effectively enhanced students' knowledge, analytical skills, and perspectives, though there's room for improvement based on the number of 3-star ratings.



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

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



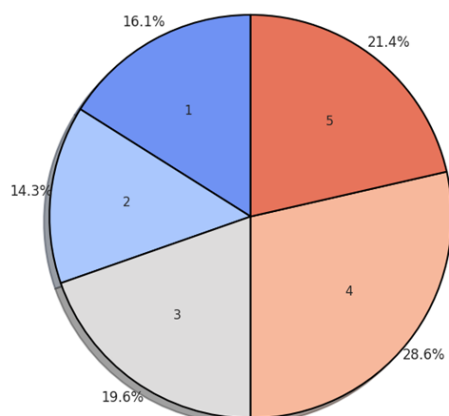
6. Rate Applicability/relevance of courses taught to real life situations & career advancement (FBSS)

Most students at FBSS, SGT University, find the courses relevant to real-life situations and career advancement, with a significant portion rating them 4 or 5 stars. While a smaller number of students gave lower ratings (1, 2, and 3 stars), the overall feedback suggests a generally positive perception of the courses' practical applicability, indicating that the curriculum is largely effective in preparing students for their future careers.



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



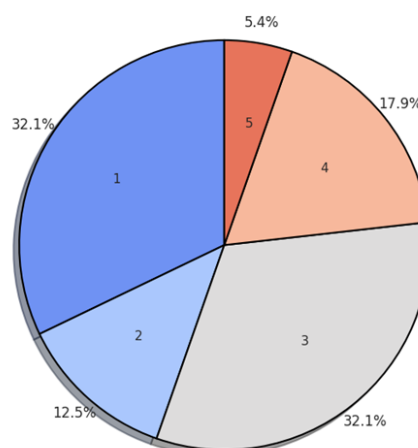
FBSS, SGT University students provided feedback on internship and fieldwork opportunities, with a significant portion (28.57%) giving a 4-star rating, indicating a generally positive perception. While a considerable number also rated it 3 stars (19.64%), a notable minority expressed less satisfaction, with combined ratings of 1, 2, and 3 stars accounting for over half of the responses. This suggests that while many students find sufficient opportunities, there's room for improvement to meet the needs of all students and ensure more consistently positive experiences with internships and fieldwork.

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

## Learning resources

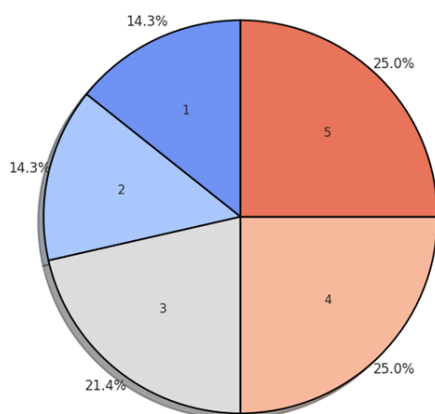
### 1. Adequate reference books are available in the Library

Student feedback on the availability of reference books at FBSS, SGT University's library reveals mixed opinions. While a significant portion of students (32.14%) rated the availability as average (3 stars), a similar percentage gave it a low rating (32.14% gave 1 star). This suggests a substantial number of students are dissatisfied with the library's reference book collection. Although some students rated it positively (17.86% gave 4 stars and 5.36% gave 5 stars), the relatively high percentage of 1-star and 3-star ratings indicates a need for improvement in the library's resources.



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

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



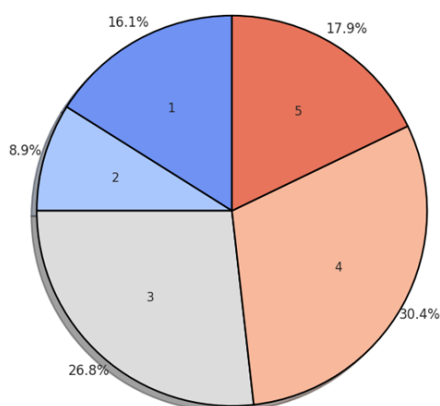
2. Appropriate reference material (print & online) is provided (FBSS)

Students at FBSS, SGT University, gave mixed feedback on the availability of appropriate reference materials. While a significant portion (50%) rated the materials highly with 4 or 5 stars, a considerable number (28.57%) gave lower ratings of 1, 2, or 3 stars, indicating that a substantial group of students felt the reference materials were inadequate. This suggests that while many students found the resources helpful, there's room for improvement to better serve the needs of all students.



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



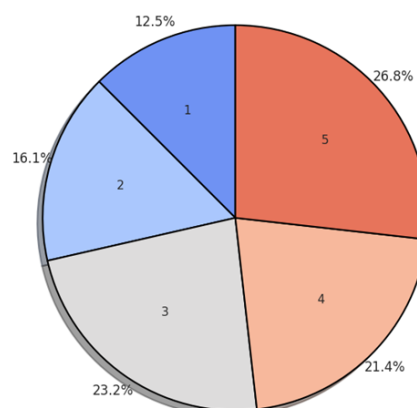
Most students at FBSS, SGT University, rated their teachers' use of teaching aids and ICT tools as either good (4 stars) or average (3 stars), with about 30% giving a 4-star rating and 27% giving a 3-star rating. A smaller portion of students gave higher (5 stars) or lower (1 or 2 stars) ratings, suggesting that while the majority found the use of these tools acceptable, there's room for improvement as a significant number didn't rate them as excellent.

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

## Learning Environment

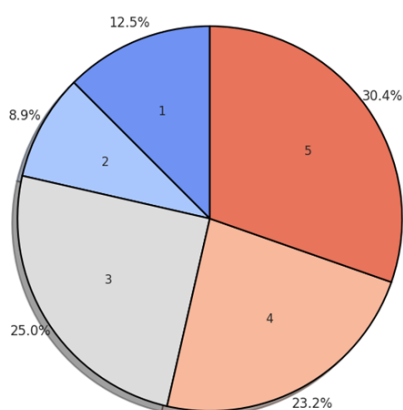
### 1. Teaching methods encourage your participation in learning

Students at FBSS, SGT University, provided feedback on how well teaching methods encouraged their participation. The results show a fairly positive overall impression, with the majority of students (26.79%) rating teaching methods as excellent (5 stars). While a significant portion also gave good ratings (21.43% gave 4 stars), a considerable number (12.5% and 16.07%) felt teaching methods could be improved, suggesting some students did not find them sufficiently engaging. The distribution across ratings indicates a need to explore ways to further enhance participation in classes, potentially focusing on strategies to better engage those students who provided lower ratings.



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

### 2. Teacher is responsive to students needs and problems



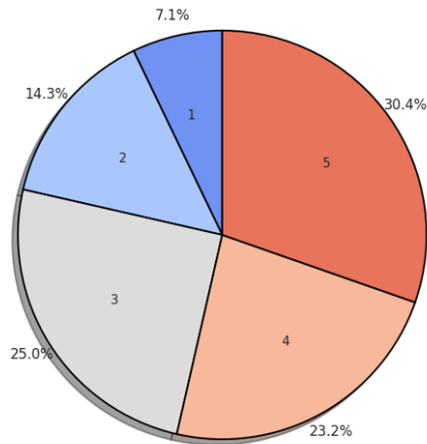
2. Teacher is responsive to students needs and problems (FBSS)

Most students at FBSS, SGT University, feel their teachers are responsive to their needs and problems, with over half giving a 4 or 5-star rating. While a significant portion gave positive feedback, a noticeable number of students (around 21%) rated teacher responsiveness as only 2 or 3 stars, suggesting there's room for improvement in ensuring all students feel heard and supported. The data indicates a generally positive perception but highlights the need to address the concerns of the students who gave lower ratings.



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

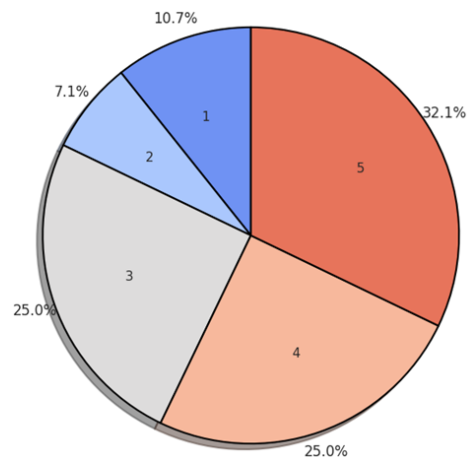


3. The teacher's ability in explaining areas of confusion (FBSS)

FBSS, SGT University students gave mostly positive feedback on their teachers' ability to explain confusing topics. While a significant portion (30.36%) rated their teachers with the highest score of 5 stars, a considerable number also gave lower ratings (7.14% gave 1 star, and 14.29% gave 2 stars), suggesting that while many students found their teachers helpful in clarifying confusion, a minority still experienced challenges in understanding certain concepts. The majority of students (25% gave 3 stars and 23.21% gave 4 stars) fell in the middle range, indicating a generally acceptable level of clarity but with room for improvement in some areas.

### 4. Overall environment in the class is conducive to learning

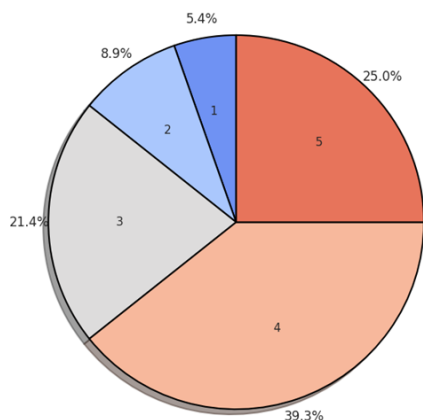
Most students at FBSS, SGT University find the overall classroom learning environment to be good. While a significant portion (32.14%) rated it excellent (5 stars), and a similar number (25%) gave it a 4-star rating, there's also a noticeable number of students who felt the environment could be improved, as shown by the combined 17.85% giving it only 1 or 2 stars. This suggests that while the majority are satisfied, addressing the concerns of the students who gave lower ratings could further enhance the learning experience for everyone.



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

## Quality of Delivery

### 1. The contents of syllabus were appropriately sequenced



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

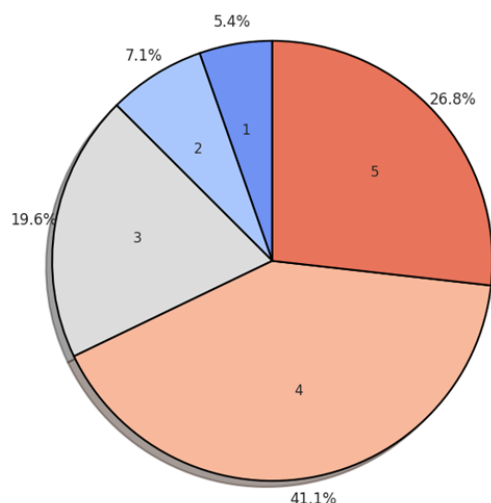
Most students at FBSS, SGT University felt the syllabus content was appropriately sequenced, with almost 40% giving it a 4-star rating and a further 25% giving it a 5-star rating. While a significant portion found it satisfactory (3-4 stars), a smaller number felt it could be improved, as indicated by the combined 14% giving it 1 or 2 stars. Overall, the feedback suggests a generally positive perception of the syllabus sequencing, but there's room for refinement based on the opinions of those who gave lower ratings.





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

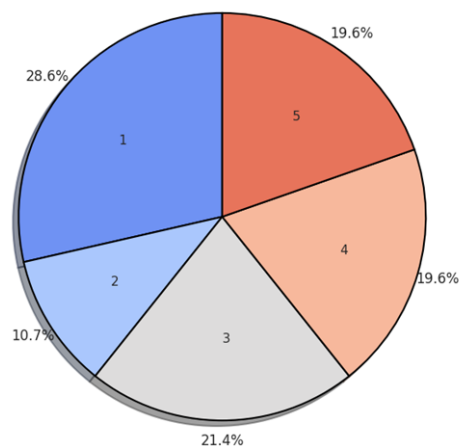


2. The course content stimulated your interest in the subject area (FBSS)

Most students at FBSS, SGT University found the course content interesting, with over two-thirds (67.86%) giving it a 4 or 5-star rating. While a significant portion found it stimulating (41.07% gave it 4 stars and 26.79% gave it 5 stars), a considerable number (19.64%) rated it as moderately interesting (3 stars), suggesting room for improvement to fully engage all students. A small minority (5.36% gave 1 star and 7.14% gave 2 stars) found the content less interesting, indicating a need to investigate what aspects could be improved to better cater to their needs.

## 3. The syllabus was covered well within the time

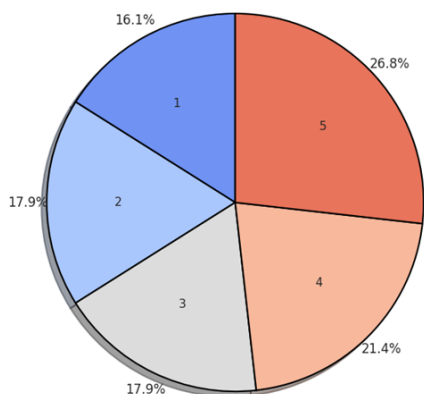
Student feedback at FBSS, SGT University, regarding syllabus coverage shows mixed results. While nearly 40% of students rated the syllabus coverage as either 4 or 5 stars (good to excellent), a significant portion (around 40%) gave it a 1, 2, or 3-star rating (indicating dissatisfaction or only moderate satisfaction). This suggests that while some students felt the syllabus was adequately covered within the allotted time, a considerable number felt it was not. The feedback highlights a need to further investigate the reasons behind the dissatisfaction to improve course delivery.



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

## Assessment

### 1. Tests and examinations are conducted well within time



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

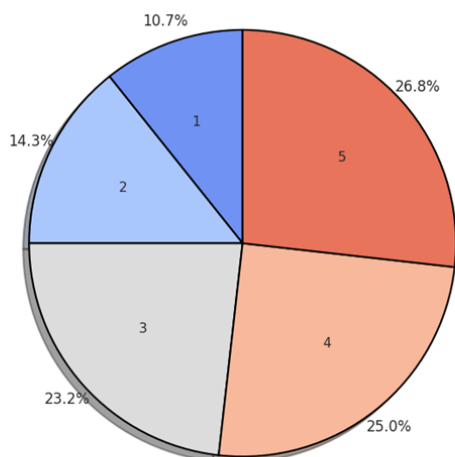
Most students at FBSS, SGT University, feel tests and examinations are conducted well within the allotted time, with almost 27% giving the highest rating of 5 stars. However, a significant portion (around 35%) gave lower ratings (1, 2, and 3 stars), suggesting that a considerable number of students still have concerns about the time management of tests and exams, even though a majority are satisfied.





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

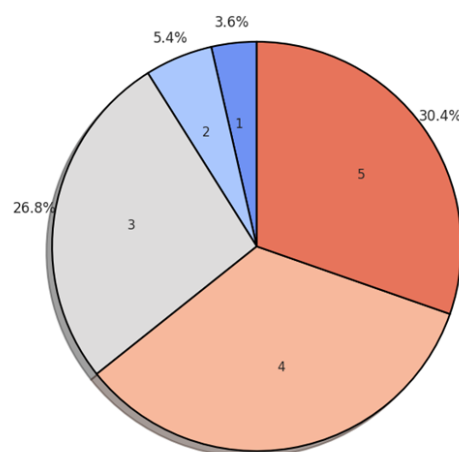


Most students at FBSS, SGT University found the sequence of internal/sessional exams helpful in covering the course content. While a significant portion rated it 4 or 5 stars, indicating strong agreement, a considerable number also gave it 2 or 3 stars, suggesting that some improvements could still be made to ensure the exam schedule effectively supports learning for all students. The distribution shows a generally positive response, but also highlights areas where the exam structure might not be fully optimal for everyone.

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

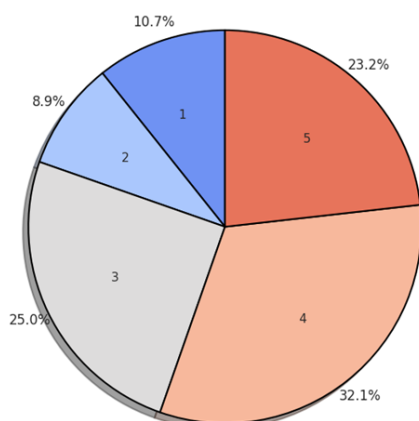
**3. Rate your experience with the inclusion of Objective type Questions in the Exam paper**

Most students at FBSS, SGT University had a positive experience with objective-type questions on their exams. While a small percentage gave lower ratings (1 or 2 stars), a significant majority rated their experience as either good (3 stars) or very good (4 or 5 stars), indicating that objective-type questions were largely well-received and considered a fair and effective assessment method.



Rate your experience with the inclusion of Objective type Questions in the Exam paper (FBSS)

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



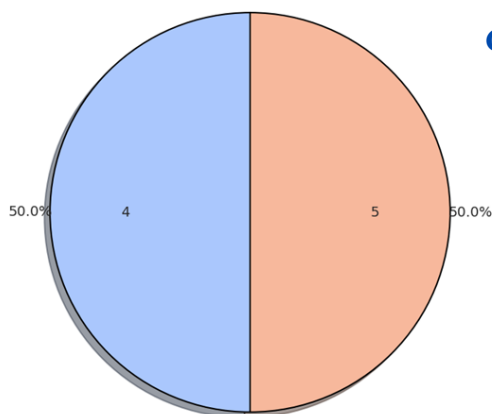
Most FBSS, SGT University students are somewhat satisfied with the examination and evaluation pattern. While a significant portion (32.14%) gave a 4-star rating, indicating a positive experience, a considerable number also expressed less satisfaction, with almost a quarter rating it 3 stars or less. This suggests that while many students find the system acceptable, there's room for improvement to address the concerns of those who gave lower ratings.

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



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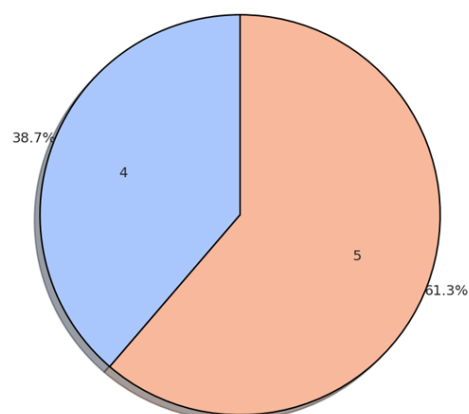
**Teacher's Feedback**



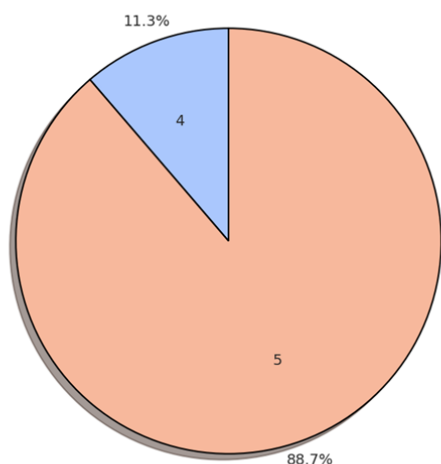
Content of course is based on industry needs and demands (FABS)

**Course has good balance between theory and practical application Average: 4.61**

The feedback from FABS, SGT University teachers overwhelmingly indicates that the courses offer a good balance between theory and practical application. A significant majority (61.29%) rated this aspect with 5 stars, the highest rating, while another substantial portion (38.71%) gave it a 4-star rating. This shows a high level of satisfaction among teachers with the curriculum's approach to integrating theoretical knowledge with practical skills.



has good balance between theory and practical application (FABS)



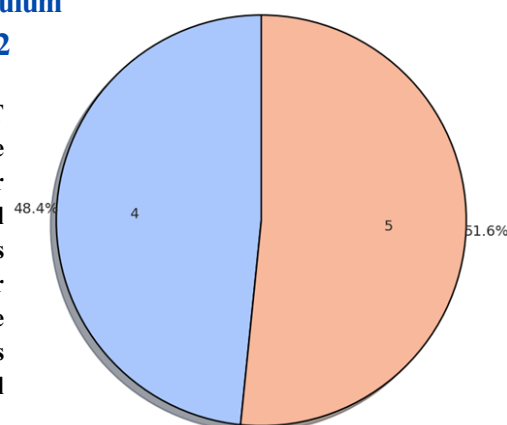
Course content stimulate my interest in the subject area (FABS)

**Course content stimulate my interest in the subject area Average: 4.89**

The overwhelming majority of FABS, SGT University teachers (88.71%) rated the course content as highly stimulating, giving it a 5-star rating. A smaller percentage (11.29%) gave it a 4-star rating, indicating a generally positive perception of how well the course content captures teacher interest. Overall, the feedback shows that the course content is very effective at engaging teachers in the subject matter.

**Employability is given weightage in curriculum design and development. Average: 4.52**

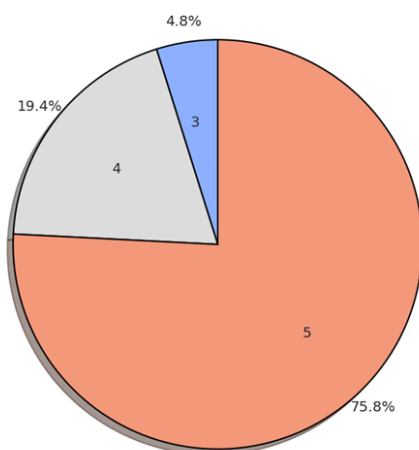
The overwhelming majority of FABS, SGT University teachers (over 90%) rated the curriculum's focus on employability skills as either four or five stars out of five, indicating a high level of satisfaction with how well the curriculum prepares students for jobs. The nearly even split between four and five-star ratings suggests that while the curriculum is largely successful in this area, there's still some room for minor improvements to ensure all aspects of employability are fully addressed.



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



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The curriculum is updated time to time (FABS)

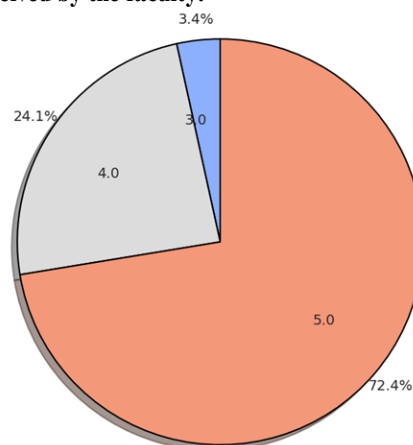
**The curriculum is updated time to time**

**Average: 4.71**

The overwhelming majority of FABS, SGT University teachers (75.81%) rated the curriculum's timeliness of updates as excellent (5 stars). A significant portion (19.35%) gave it a positive rating of 4 stars, indicating a generally favorable view. Only a small fraction (4.84%) gave it a 3-star rating, suggesting that while most teachers are satisfied with the curriculum's updates, there's room for minor improvements based on the feedback of a small minority. Overall, the feedback strongly suggests the curriculum update process is highly effective and well-received by the faculty.

**Freedom to propose, suggest, modify topics in syllabus/ course content Average: 4.69**

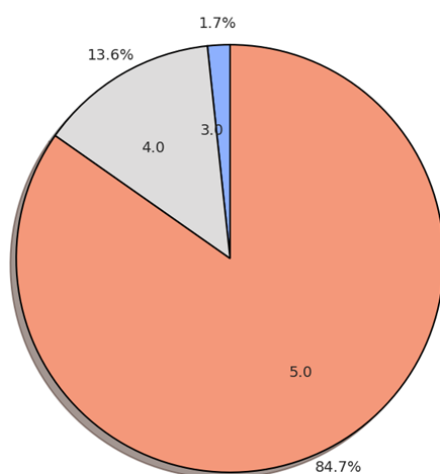
The feedback from FABS, SGT University teachers shows a high level of satisfaction with their freedom to suggest changes to the syllabus and course content. While a small percentage gave a 3-star rating (3.23%), the vast majority rated it 4 stars (22.58%) or 5 stars (67.74%), indicating that most teachers feel they have significant input and influence over what they teach.



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

**Freedom to innovate and adopt new teaching strategies/methods Average: 4.88**

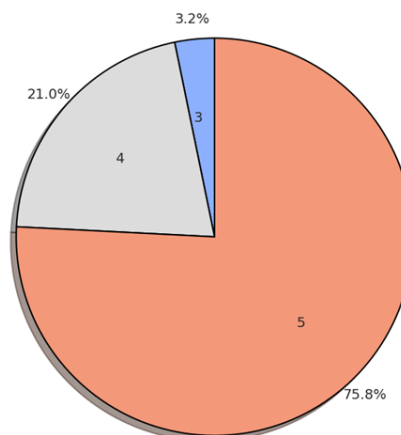
The overwhelming majority of teachers at FABS, SGT University, feel they have a significant amount of freedom to innovate and use new teaching methods, with 80.65% giving it a top rating of 5 stars. While a smaller percentage gave it 3 or 4 stars, the overall feedback strongly indicates a positive and supportive environment for pedagogical experimentation and creativity within the institution.



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

**Freedom to design strategies/techniques for formative assessment Average: 4.73**

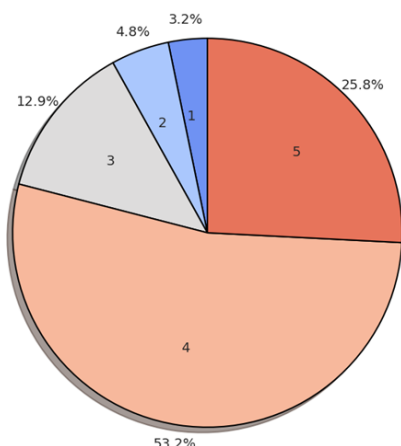
The feedback from FABS, SGT University teachers overwhelmingly indicates a high level of satisfaction with their freedom to design formative assessment strategies and techniques. A significant majority (75.81%) gave the highest rating of 5 stars, while another substantial portion (20.97%) gave a 4-star rating. Only a small percentage (3.23%) provided a 3-star rating, suggesting that the vast majority of teachers feel empowered and supported in their approach to formative assessment.



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



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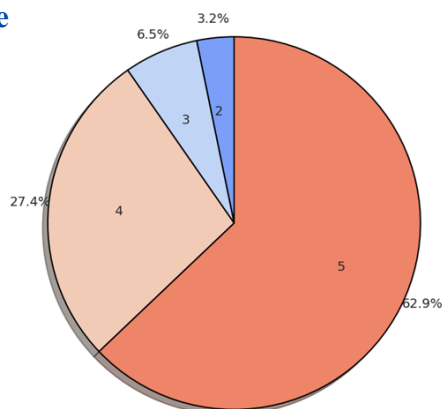
Adequate number of reference books are available in Library (FABS)

**Adequate number of reference books are available in Library Average: 3.94**

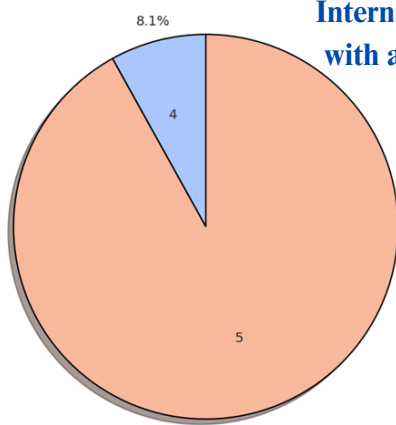
Most teachers at FABS, SGT University, believe the library has an adequate number of reference books. While a small percentage gave lower ratings (1- and 2-stars), a significant majority rated the availability as 4 or 5 stars, indicating a generally positive perception of the library's reference book collection. The higher number of 4-star ratings suggests that while mostly satisfied, there's room for minor improvement to reach complete satisfaction for all.

**Appropriate Teaching aids(audio-visual) are available in lecture theatres Average: 4.5**

Teachers at FCAM, SGT University, gave mixed feedback on the availability of appropriate audio-visual teaching aids in lecture theatres. While a third gave the highest rating (5 stars), indicating satisfaction, a larger proportion (two-thirds) gave a 3-star rating, suggesting that while some aids are available, improvements are needed to make them fully adequate for effective teaching. This indicates a need for further investment or upgrades in the audio-visual equipment in the lecture halls.



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



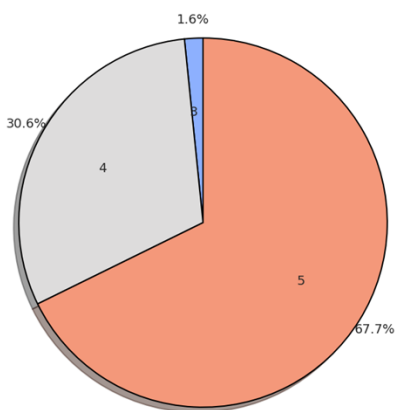
Internal/sessional examinations are conducted in time with adequate coverage of all syllabus (FABS)

**Internal/sessional examinations are conducted in time with adequate coverage of all syllabus Average: 4.92**

The overwhelming majority of teachers at FABS, SGT University (91.94%) rated the timeliness and comprehensive syllabus coverage of internal/sessional exams as excellent (5 stars). A small percentage (8.06%) gave a positive but slightly less enthusiastic 4-star rating. Overall, the feedback indicates a high level of satisfaction among faculty regarding the administration and scope of these internal assessments.

**Level of satisfaction with Examination reforms- Percentage of theory and practical Average: 4.66**

The majority of teachers at FABS, SGT University are very satisfied with the examination reforms, specifically the balance between theory and practical components. A significant portion (67.74%) gave the highest rating of 5 stars, indicating strong approval. While a smaller group rated it 3 stars (1.61%), suggesting some minor dissatisfaction, the overwhelming positive response from the majority (over 98%) shows the reforms are largely well-received.

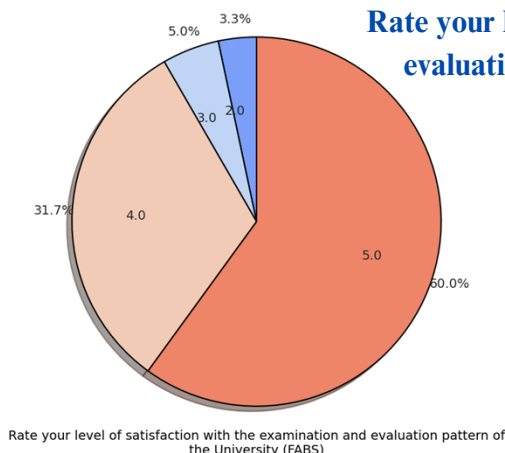


Level of satisfaction with Examination reforms- Percentage of theory and practical (FABS)



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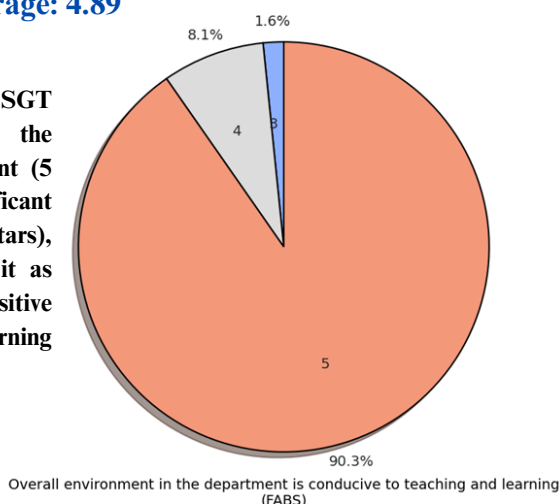
**Rate your level of satisfaction with the examination and evaluation pattern of the University Average: 4.48**



Most teachers at FABS, SGT University are satisfied with the university's examination and evaluation pattern. A significant majority (58.06%) gave it a top rating of 5 stars, and another large portion (30.65%) rated it 4 stars. While a smaller percentage provided 3-star (4.84%) and 2-star (3.23%) ratings, the overall feedback indicates a predominantly positive perception of the system.

**Overall environment in the department is conducive to teaching and learning Average: 4.89**

The overwhelming majority of FABS, SGT University teachers (90.32%) rated the department's overall environment as excellent (5 stars) for teaching and learning. A significant portion (8.06%) gave it a very good rating (4 stars), while only a small fraction (1.61%) rated it as average (3 stars). This indicates a highly positive perception of the teaching and learning environment within the department.

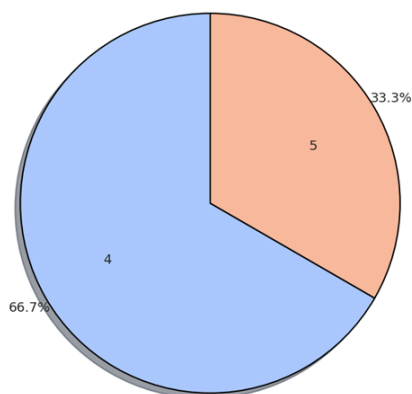


## Alumni Feedback

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

**Employability is given weightage in curriculum design and development. Average: 4.33**

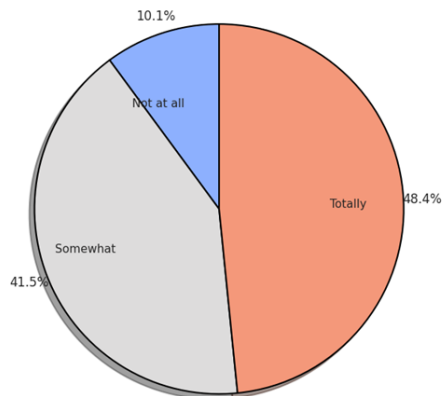
FCAM teachers at SGT University largely agree that employability is well-integrated into curriculum design and development. Two-thirds gave a 4-star rating, while one-third gave the highest 5-star rating, indicating a positive overall perception of the curriculum's focus on preparing students for the job market.





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

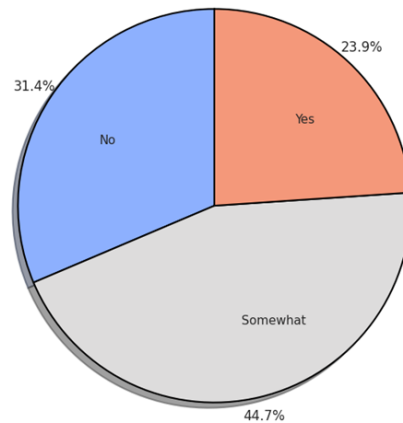


How do you rate the relevance of the curriculum of your degree/diploma program with respect to your current job? (Alumni)

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.

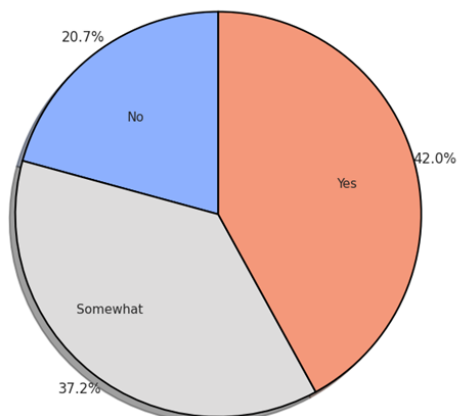
**Did you get sufficient placement opportunities through the institution?**

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)

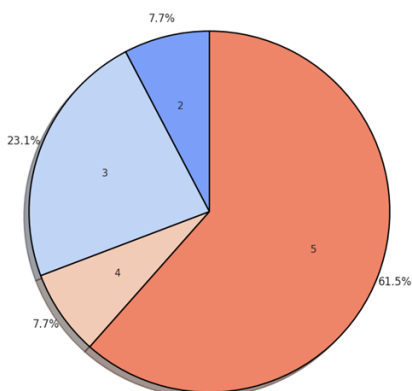
SGT University's alumni feedback shows that while a significant majority (42.02%) felt their program's curriculum helped them secure employment, a considerable portion (37.23%) felt it only helped somewhat. A smaller group (20.74%) reported that the curriculum did not aid their placement efforts. This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





## 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



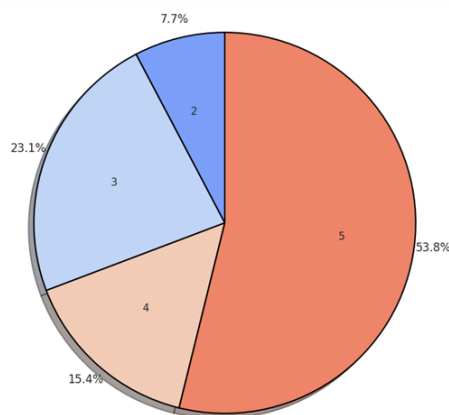
1. Subject Knowledge and Curriculum: Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? (Employer)

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

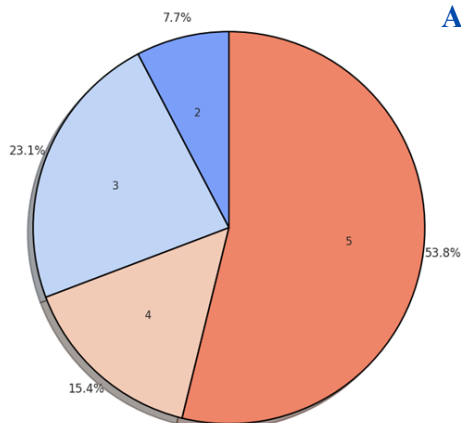
Employer feedback on SGT University graduates' problem-solving and critical thinking skills shows a generally positive but mixed result. While a significant majority (53.85%) rated these skills highly with 4 or 5 stars, a considerable portion (23.08%) gave a middling 3-star rating, suggesting room for 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)

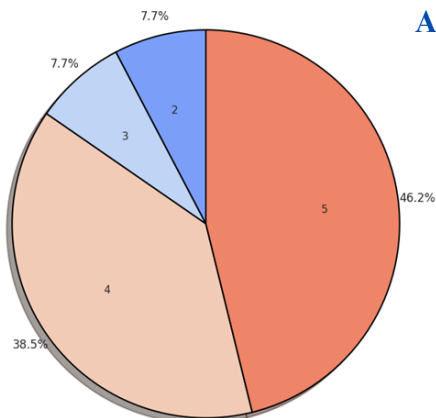
SGT University graduates generally receive positive feedback on their teamwork and communication skills, with a significant majority (53.85%) of employers rating them with 4 or 5 stars. While a considerable portion (23.08%) gave a 3-star rating, suggesting areas for improvement, the relatively low percentages 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.



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**4. Professionalism and Ethical responsibility: Do SGT graduates exhibit ethical behavior and professionalism in their roles?**

**Average: 4.38**



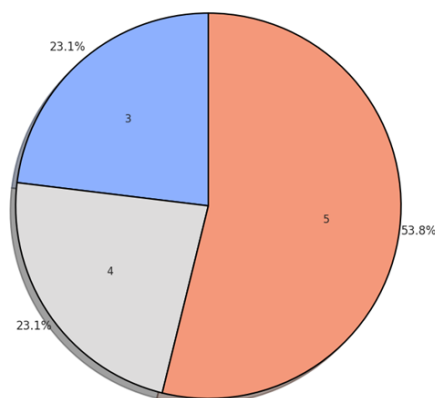
Employer feedback on the professionalism and ethical behavior of SGT University graduates is largely positive. While a small percentage gave ratings of 2 or 3 stars, the majority (84.61%) rated them 4 or 5 stars, indicating that most employers find SGT graduates to be ethical and professional in their 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?**

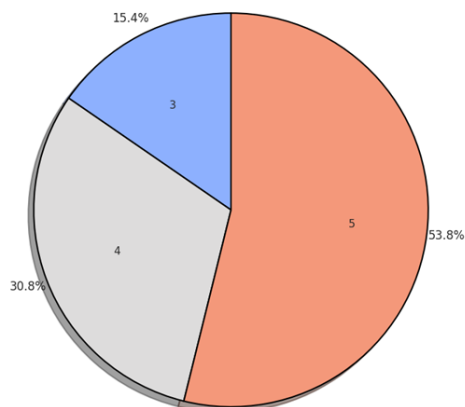
**Average: 4.38**

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)

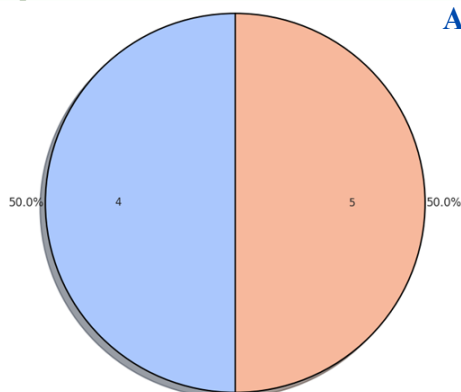
Employer feedback on SGT University graduates shows high overall satisfaction. A significant majority (53.85%) gave the highest rating of 5 stars, indicating a very positive view of graduate performance. While a smaller portion rated them 3 stars (15.38%), a substantial number (30.77%) gave a 4-star 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.



## Professionals Feedback

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

Average: 4.5



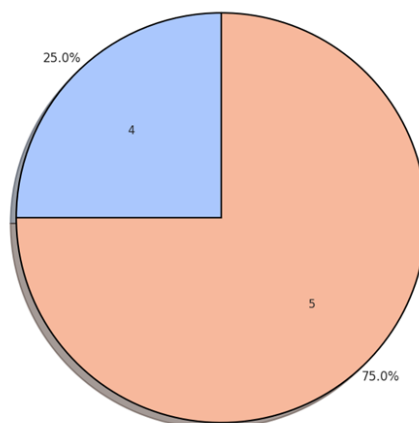
Syllabus content of course is based on industry needs and demands. (Professionals)

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.

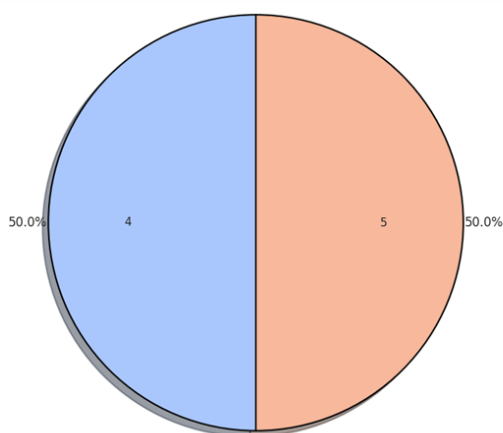
Average: 4.75

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)

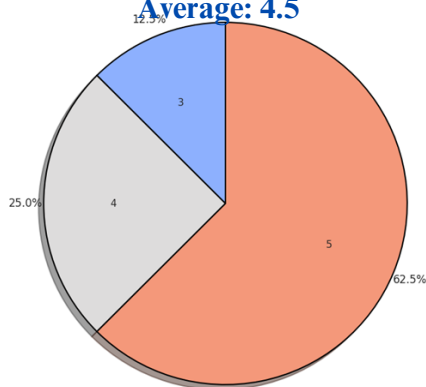
Professionals at SGT University overwhelmingly rated the content's focus on practical application of theoretical concepts very highly. Half gave it a 4-star rating and the other half a 5-star rating, indicating a strong consensus that the curriculum effectively connects theory to real-world application



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

**Average: 4.5**

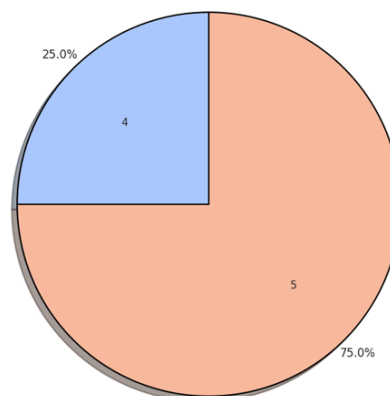


Employability is given weightage in curriculum design and development. (Professionals)

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**

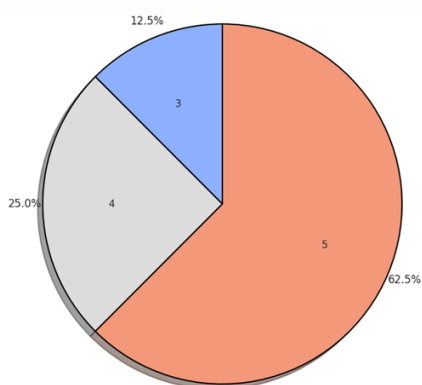


The curriculum is updated regularly to suit the current professional needs. (Professionals)

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**

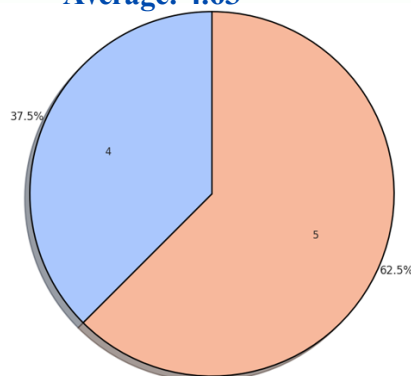


Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments. (Professionals)

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)

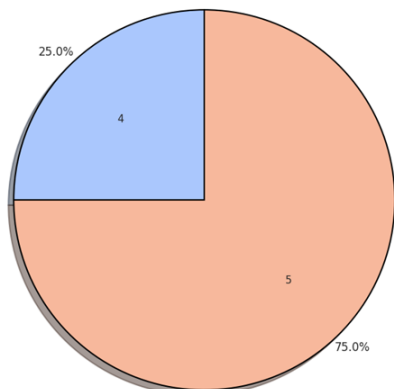
Professionals at SGT University overwhelmingly approve of the inclusion of professional ethics in their course content. The feedback shows a very positive response, with over 60% giving it a top rating of 5 stars and the remaining giving a very good rating of 4 stars. This indicates a high level of satisfaction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

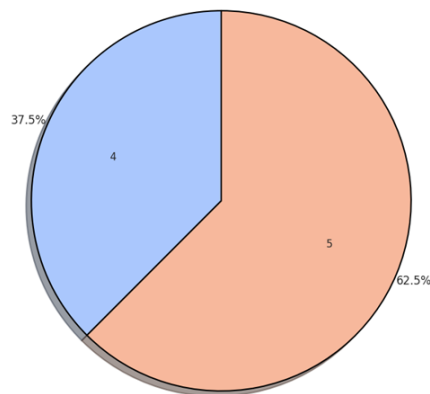


Training strategies develops a constant learning attitude among the students.  
(Professionals)

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**

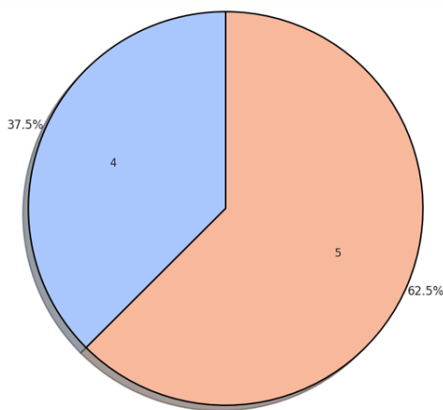


Emphasis is given on developing communication and other soft skills.  
(Professionals)

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**

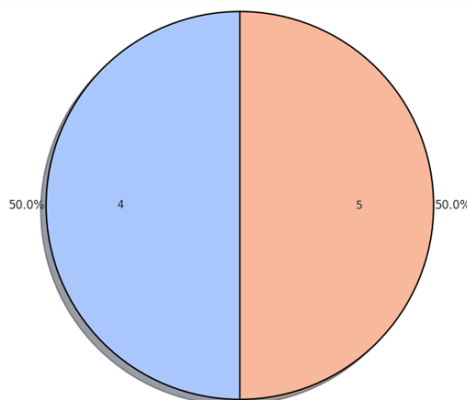


Training is imparted to develop administrative/managerial and leadership skills.  
(Professionals)

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**





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## Insights

### FBSS Feedback Action Taken Report (2023-2024)

Sr .	Context	Student Feedback	IQAC Recommendation	Action Taken
1	Exam Scheduling	Students suggested improving exam scheduling for better preparation time and minimizing stress.	Implement a policy guaranteeing at least one day between exams, communicate dates in advance, and avoid scheduling exams during festivals.	The dates of exams are communicated well in advance, avoiding the dates of festivals.
2	Teaching Quality	Students requested more engaging teaching methods and better handling of experiments.	Address concerns about over-reliance on PPTs by incorporating diverse teaching methods and investigating faculty behavior for improvement.	The faculty members were trained on new teaching pedagogy and same was implemented in the classes.
3	Enhance Learning Resources	Students pointed out the need for better access to reference books and online resources.	Ensure availability of sufficient reference books, and study materials, and recommend reading lists for each course. Explore online access option	e-text books and e-reference material were made available to the students at the commencement of the session. Access to e-library resources was also facilitated.
4	Reduce Event Impact on Classes	Students suggested minimizing the impact of events on academic schedules.	Review the university's event schedule to ensure minimal disruption to academic activities and prioritize teaching time.	It was ensured that the preparation/ practice of the events is scheduled in the second half of the day for the smooth conduction of classes during the first half of the day.
5	Increased Practical Learning	Students desired more practical applications and better explanations during practical sessions.	Increase practical learning opportunities, improve explanations, and integrate real-life examples into theory and extracurricular activities.	With the implementation of new teaching pedagogy, practical learning was optimised.



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**Insights**

**FBSS 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.