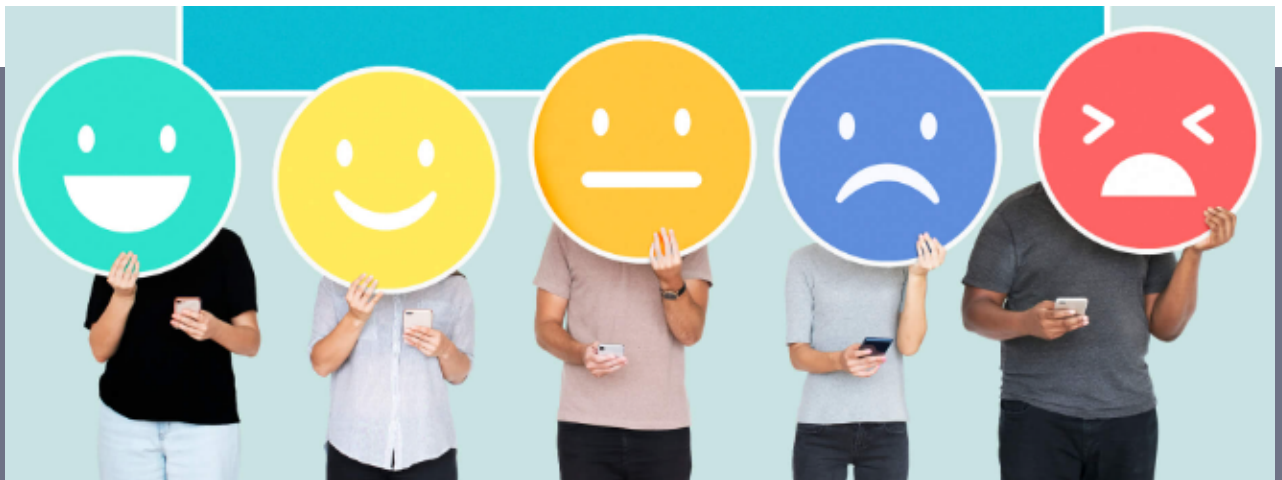


# FEEDBACK REPORT

## 2023-2024

**Faculty of Indian Medical System  
(Ayurveda)**





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

# **FEEDBACK 2023-2024**

**Internal Quality Assurance Cell  
Faculty of Indian Medical System  
(Ayurveda)  
Feedback Analysis  
2023-2024**

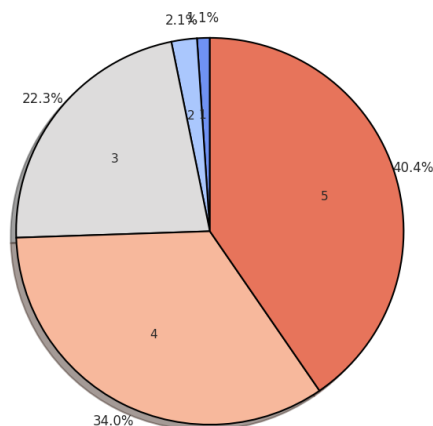


Internal Quality Assurance Cell  
Faculty of Indian Medical System (Ayurveda) Feedback  
Analysis 2023-2024

## Student's Feedback

### Course Content

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

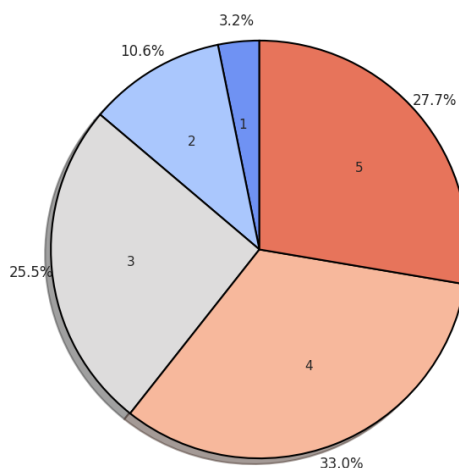


1. Rate whether courses offered are relevant to the Program (FIMS)

The majority of FIMS students at SGT University find the courses relevant to their program. Over 70% of respondents gave a 4 or 5-star rating, indicating a high level of satisfaction with course relevance. While a small percentage rated the relevance lower (1 or 2 stars), the overwhelmingly positive response suggests that the program's curriculum largely aligns with student expectations.

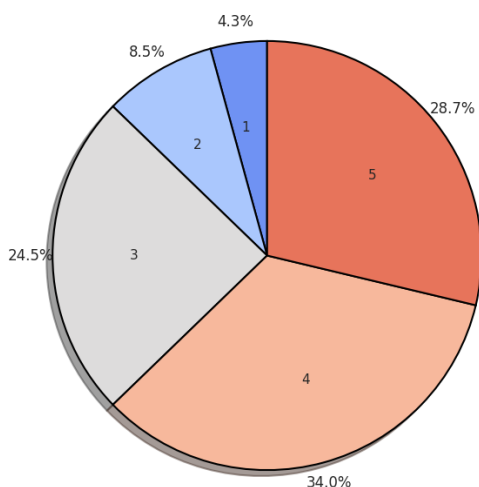
#### 2. Practicals/Labs are given equal importance

FIMS students at SGT University largely feel that practicals and labs are given significant importance, with the majority (over half) rating them 4 or 5 stars. While a smaller portion gave lower ratings (1-3 stars), the overall distribution indicates a generally positive perception, suggesting that the balance between theory and practical application is considered satisfactory by most students. The relatively high number of 4-star ratings hints that there is room for minor improvements, but the strong showing in the 4 and 5-star categories demonstrates considerable student satisfaction with the current approach.



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

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



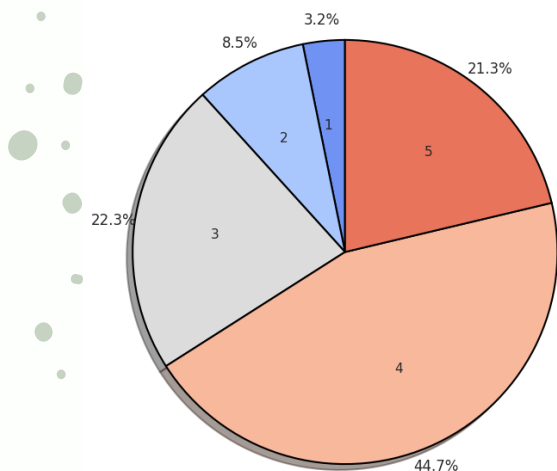
3. The practicals/lab experiments enhanced understanding of concepts of theory (FIMS)

Most FIMS, SGT University students found the practicals and lab experiments helpful in understanding theoretical concepts. While a small percentage gave low ratings (1 or 2 stars), a significant majority rated them positively (3, 4, or 5 stars), with the highest number of students giving 4-star and 5-star ratings, indicating a generally favorable perception of the practical component's effectiveness in reinforcing theoretical learning. There's room for improvement based on the lower ratings, but overall, the labs seem to be doing a good job.



**Internal Quality Assurance Cell**  
**Faculty of Indian Medical System (Ayurveda) Feedback**  
**Analysis 2023-2024**

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

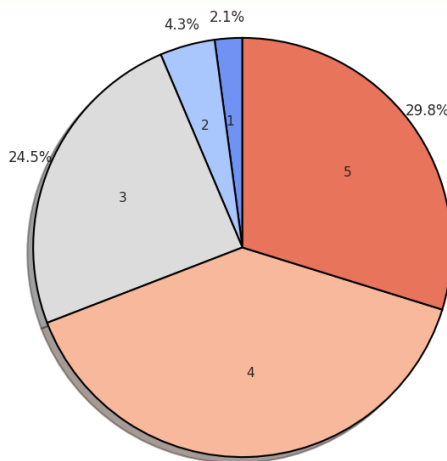


Most FIMS, SGT University students (over 65%, combining 4 and 5-star ratings) felt that the course content effectively improved their technical skills for future jobs. While a significant portion (22.34%) rated it as satisfactory (3 stars), a smaller number felt it was only somewhat helpful (8.51% gave it 2 stars and 3.19% gave it 1 star), suggesting room for improvement in enhancing the industry relevance of the course content for a minority of students.

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

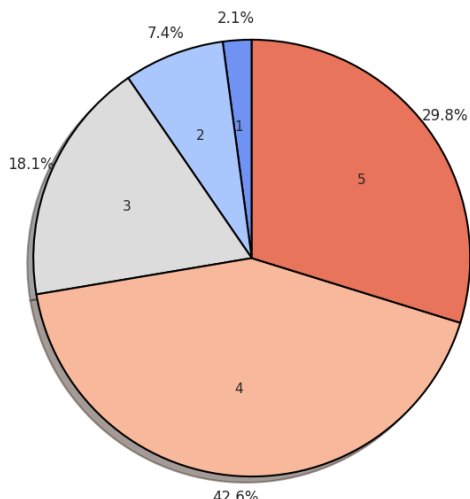
**5. Rate usefulness of the course in terms of knowledge concepts and analytical abilities and enhancing perspectives**

Most FIMS students found the course useful, with nearly 70% rating it 4 or 5 stars, indicating that it effectively enhanced their knowledge, analytical skills, and perspectives. While a smaller portion gave it 2 or 3 stars, the overwhelmingly positive response suggests the course largely achieved its learning objectives. The relatively low percentage of 1-star ratings further reinforces the general satisfaction with the course's impact.



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

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



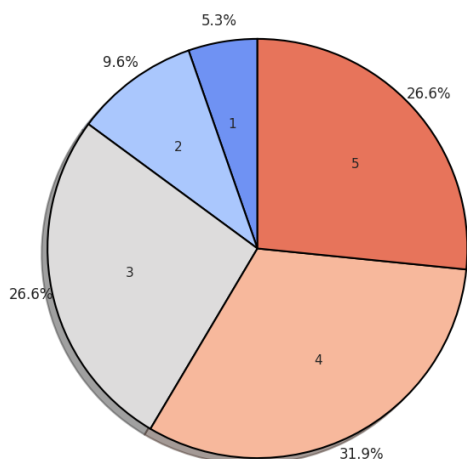
6. Rate Applicability/relevance of courses taught to real life situations & career advancement (FIMS)

Most FIMS, SGT University students found the courses' relevance to real-life situations and career advancement to be good or excellent, with nearly 72% giving a 4- or 5-star rating. While a significant portion (18%) rated the applicability as average (3 stars), a relatively small number felt the courses were poorly connected to real-world applications (less than 10% gave 1 or 2 stars). The results suggest a generally positive perception of the courses' practical value, though there's room for improvement based on the nearly 20% who gave a 3-star rating.



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



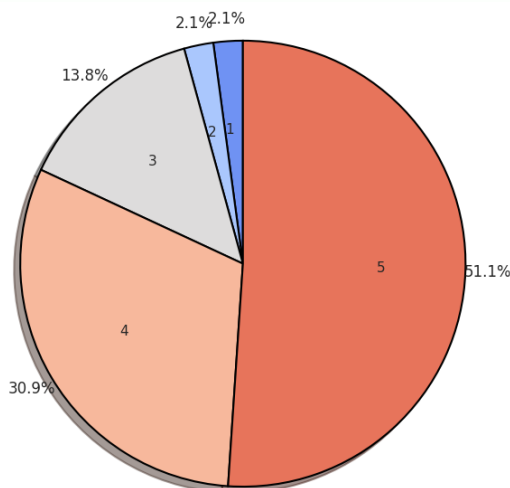
Most FIMS, SGT University students (over half, to be precise) rated the availability of internship and fieldwork opportunities as either good (4 stars) or excellent (5 stars). While a significant portion gave positive feedback, a considerable number also rated the opportunities as average (3 stars) or below average (1 or 2 stars), suggesting that while many students find sufficient opportunities, improvements could be made to ensure all students have access to valuable experiential learning.

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

**Learning resources**

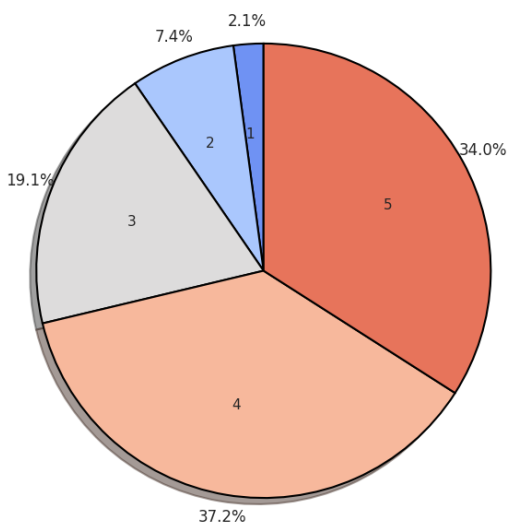
**1. Adequate reference books are available in the Library**

Most FIMS, SGT University students (over 80%) rated the library's reference book availability as good or excellent (4 or 5 stars), indicating a generally positive perception. While a smaller portion of students (around 40%) gave it a 3-star rating suggesting some room for improvement, very few students rated it poorly (1 or 2 stars), showing that the library's collection is largely satisfactory to the student body.



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

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



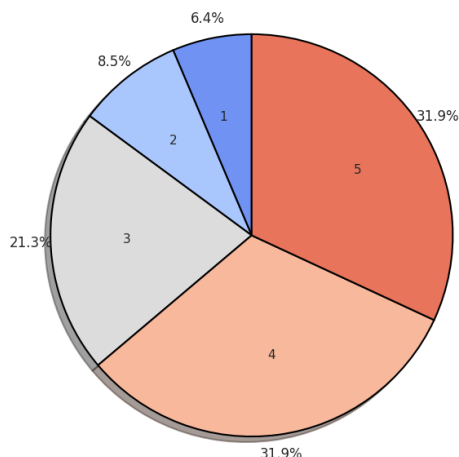
Most FIMS students at SGT University feel that appropriate reference materials are provided, with a significant portion rating them 4 or 5 stars. While a smaller number gave lower ratings (1-3 stars), the overall feedback indicates a generally positive perception of the availability and suitability of both print and online resources. The data suggests that improvements could still be made to satisfy those who rated the materials lower, but the majority are happy with the current offerings.

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



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



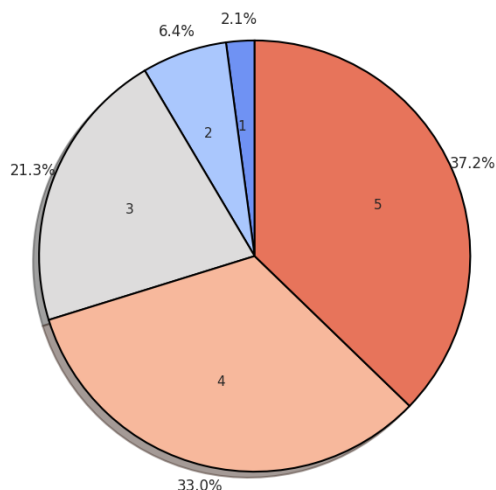
3. Rate the usage of teaching aids and ICT tools in the class by teachers (FIMS)

Most FIMS, SGT University students (over 60%) rated their teachers' use of teaching aids and ICT tools as 4 or 5 stars, indicating a generally positive perception of their effectiveness. While a significant portion (21%) gave a 3-star rating suggesting room for improvement for some instructors, the overall feedback shows that the majority of students found the technology and aids used in class to be helpful and valuable to their learning experience.

## Learning Environment

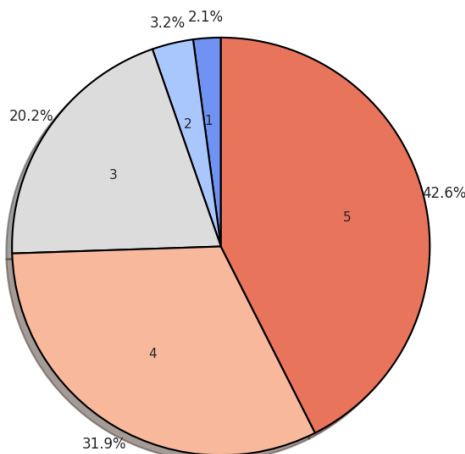
**1. Teaching methods encourage your participation in learning**

The feedback from FIMS, SGT University students shows that most are satisfied with how teaching methods encourage their participation. While a small percentage gave lower ratings (1 or 2 stars), a substantial portion rated the teaching methods 3, 4, or 5 stars, with the highest percentage giving it a 5-star rating. This indicates that while some room for improvement exists, the overall effectiveness of teaching methods in fostering student participation is quite positive.



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

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



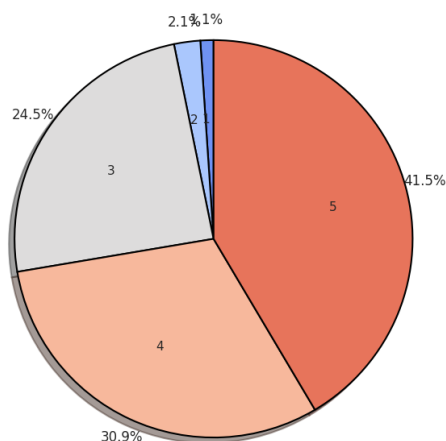
2. Teacher is responsive to students needs and problems (FIMS)

The feedback from FIMS, and SGT University students shows that most are satisfied with their teachers' responsiveness. While a small percentage gave lower ratings (1 and 2 stars), the overwhelming majority rated their teachers 3 stars or higher, with the highest number of students giving 4 and 5 stars. This suggests that most students feel their teachers are attentive to their needs and effectively address their problems.



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### 3. The teacher's ability to explain areas of confusion

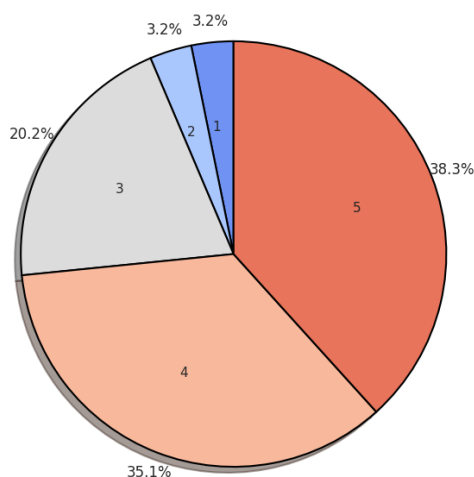


3. The teacher's ability in explaining areas of confusion (FIMS)

The feedback from FIMS, and SGT University students on their teachers' ability to explain confusing topics shows overwhelmingly positive results. While a small percentage gave ratings of 1 or 2 stars, the vast majority (over 90%) rated their teachers 3 stars or higher, with a significant portion (41.49%) giving the highest rating of 5 stars. This indicates that students generally feel their teachers effectively clarify difficult concepts.

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

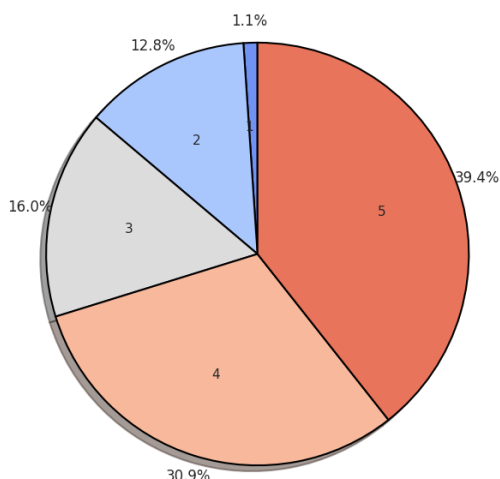
The majority of FIMS, SGT University students (73.41%) rated the overall classroom learning environment as either 4 or 5 stars, indicating a largely positive perception. While a significant portion found the environment conducive to learning, a notable minority (almost 6.4% gave 1 or 2 stars), suggesting that there's room for improvement to ensure all students feel supported and have a positive learning experience. The relatively even distribution between 1 and 2-star ratings also hints at potentially specific issues affecting some students rather than a general widespread problem.



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

## Quality of Delivery

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



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

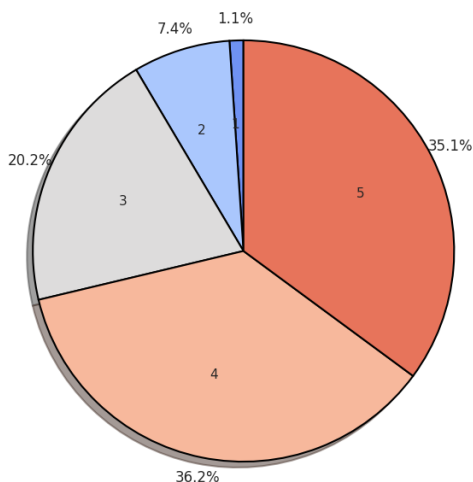
Most students at FOD, SGT University (36.84%) rated the syllabus sequencing as average (3 stars). While a significant portion found it acceptable, a considerable number felt it could be improved, as indicated by the combined percentage of those giving it 1 or 2 stars (36.84%). The relatively even distribution across the ratings suggests that opinions on syllabus sequencing were quite varied among the student body.





**Internal Quality Assurance Cell**  
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## 2. The course content stimulated your interest in the subject area

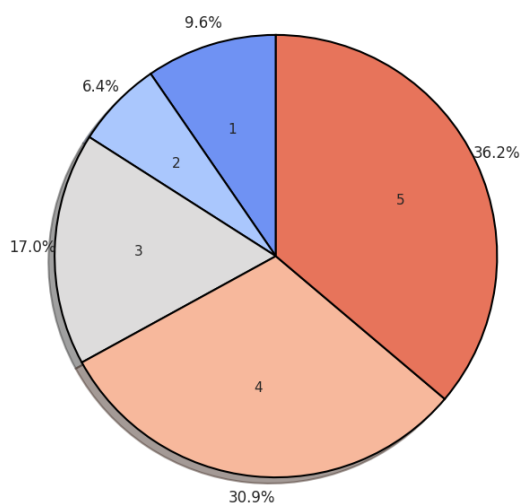


2. The course content stimulated your interest in the subject area (FIMS)

Most students at FOD, SGT University, gave a neutral rating (3 stars) to how well the course content stimulated their interest, indicating that the course material was neither particularly engaging nor unengaging for the majority. A significant portion of students gave lower ratings (1 or 2 stars), suggesting that a substantial number found the course content less interesting. While a smaller percentage gave higher ratings (4 or 5 stars), showing some students found the material engaging, the overall feedback reveals a need to improve the course content to better capture students' interest.

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

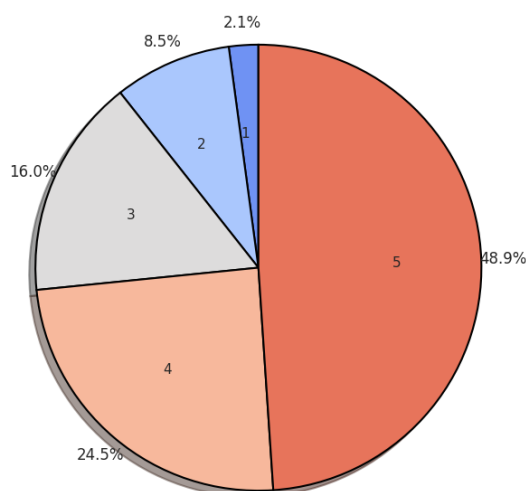
Student feedback at FOD, SGT University, regarding syllabus coverage shows a somewhat mixed response. A significant portion of students (around 42% combined) rated the syllabus coverage as either good (4 stars) or excellent (5 stars), indicating satisfaction. However, a considerable number (around 47% combined) gave it a less positive rating (1, 2, or 3 stars), suggesting that a substantial group felt the syllabus wasn't covered adequately or efficiently within the allotted time. This highlights a need to further investigate why a large portion of students feel the syllabus coverage could be improved.



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

## Assessment

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



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

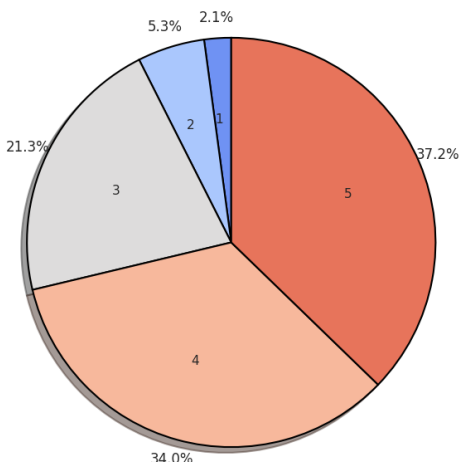
Most students at FOD, SGT University (36.84%) feel that tests and examinations are conducted well within the allotted time, giving a positive rating. However, a significant portion (10.53% + 15.79% + 15.79% = 42.11%) gave lower ratings, indicating that a substantial number of students either disagree or are neutral about the time management of tests and exams. While a majority are satisfied, there's still a considerable group who feel that improvements are needed in how test and exam time is managed.





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

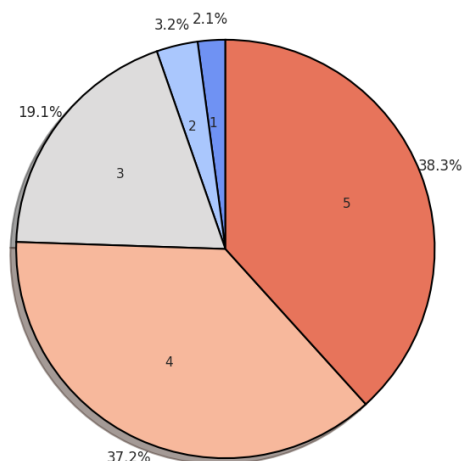


The sequence of internal/sessional examinations is helpful in covering the whole course content (FIMS)

Most FIMS students at SGT University find the sequence of internal/sessional exams helpful in covering the course content. A significant majority (over 70%) rated the exam sequence 4 or 5 stars, indicating a positive experience. While a smaller portion gave lower ratings (1-3 stars), the overwhelmingly positive response suggests the current system is largely effective in supporting student learning through spaced assessments.

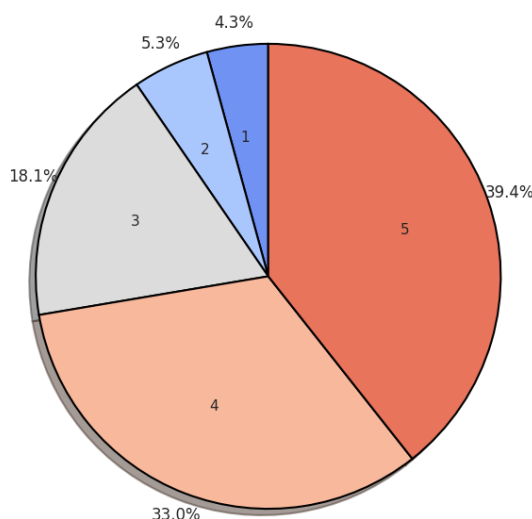
**3. Rate your experience with the inclusion of Objective type Questions in the Exam paper**

Most FIMS, SGT University students (75.53%) rated their experience with objective-type exam questions as either good (4 stars) or excellent (5 stars), indicating a largely positive reception. While a significant portion found the experience satisfactory (19.15% gave 3 stars), a smaller number expressed less positive opinions (5.32% gave 1 or 2 stars), suggesting room for minor improvements based on this feedback.



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

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



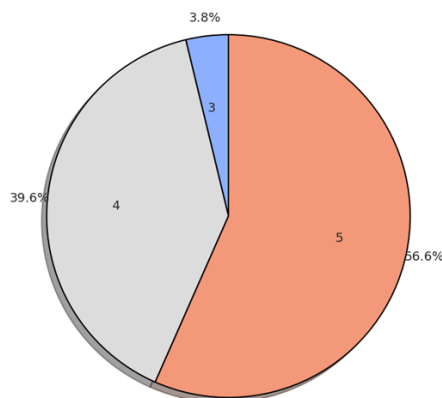
4. Rate your satisfaction with the examination and evaluation pattern of the university (FIMS)

Most FIMS, SGT University students are satisfied with the examination and evaluation pattern. While a small percentage gave it 1 or 2 stars, indicating dissatisfaction, a significant majority rated it 3 stars or higher, with nearly 40% giving it the highest 5-star rating. This suggests the system is generally well-received, though there's room for improvement based on the feedback from those who expressed less satisfaction.



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## Teachers Feedback



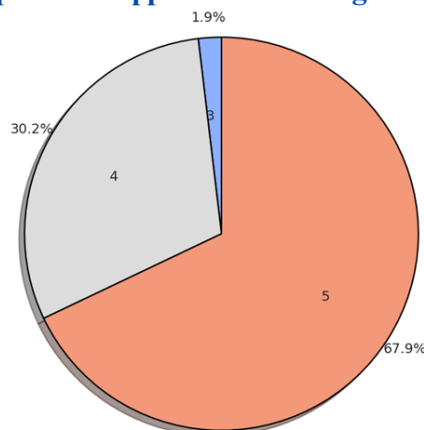
Content of course is based on industry needs and demands (FIMS)

The feedback from FIMS, SGT University teachers overwhelmingly indicates that the courses have a good balance between theory and practical application. A significant majority (67.92%) gave the highest rating of 5 stars, while another large portion (30.19%) gave a 4-star rating. Only a small fraction (1.89%) gave a 3-star rating, suggesting that the perceived balance between theory and practice is generally very well-received.

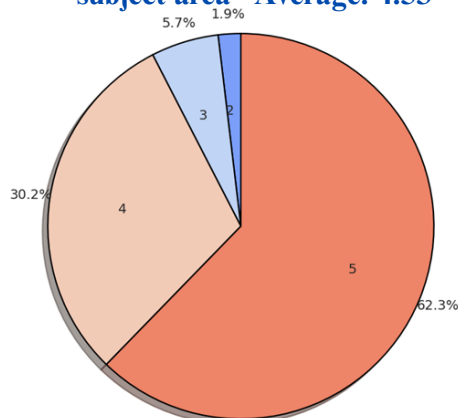
### Content of course is based on industry needs and demands Average: 4.53

The feedback from FIMS, SGT University teachers shows that the course content is largely aligned with industry needs and demands. A significant majority (96.22%) rated the course content as either 4 or 5 stars, indicating a high level of satisfaction with its relevance to the professional world. While a small percentage (3.77%) gave it a 3-star rating, the overall response demonstrates a strong positive perception of the curriculum's practical application.

### Course has good balance between theory and practical application Average: 4.66



### Course content stimulate my interest in the subject area Average: 4.53

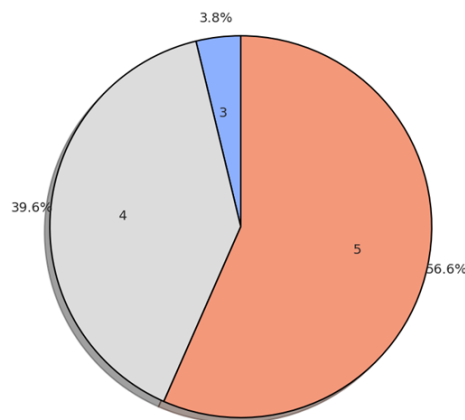


Course content stimulate my interest in the subject area (FIMS)

The feedback from FIMS, SGT University teachers shows that the course content is generally well-received, with a significant majority (62.26%) rating it as highly stimulating (5 stars) and a further 30.19% rating it as quite stimulating (4 stars). While a smaller portion found the content moderately stimulating (5.66% gave it 3 stars), very few teachers (only 1.89%) felt the course content was only slightly stimulating (2 stars). Overall, the data indicates a strong positive perception of the course content's ability to engage teachers.

### Employability is given weightage in curriculum design and development. Average: 4.34

The feedback from FIMS, SGT University teachers shows that the curriculum's focus on employability is largely positive. While a small percentage gave it a 1-star rating, a significant majority rated it 4 or 5 stars, indicating that most teachers believe the curriculum effectively prepares students for jobs. The high number of 4 and 5-star ratings suggests that the curriculum design and development successfully incorporates aspects that enhance employability. The presence of a few 3-star ratings hints at some areas for potential improvement.



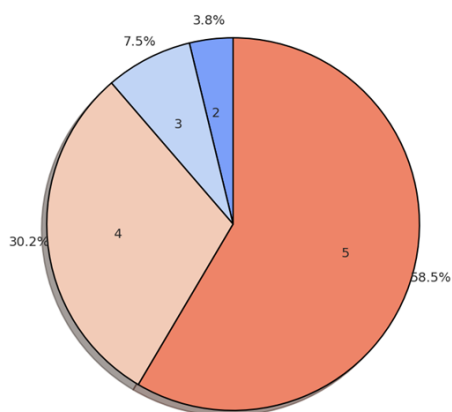
Content of course is based on industry needs and demands (FIMS)



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**The curriculum is updated time to time**

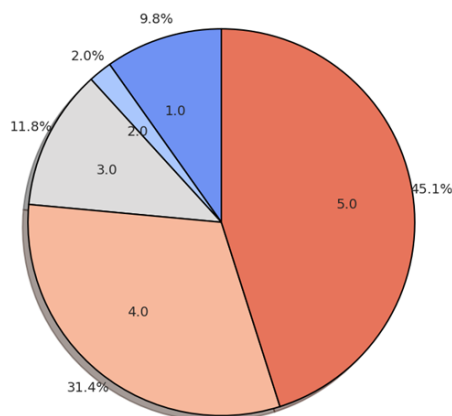
**Average: 4.43**



The curriculum is updated time to time (FIMS)

The feedback from FIMS, SGT University teachers shows that a large majority (58.49%) strongly agree that the curriculum is updated regularly, giving it a 5-star rating. A significant portion (30.19%) also agree, rating it 4 stars. While a smaller number gave it 3 stars (7.55%), indicating a neutral stance, very few gave it only 2 stars (3.77%), suggesting overall satisfaction with the curriculum's timeliness and updates. In short, the feedback indicates a high level of teacher satisfaction with the frequency of curriculum updates.

**Freedom to propose, suggest, modify topics in syllabus/ course content** **Average: 4.0**



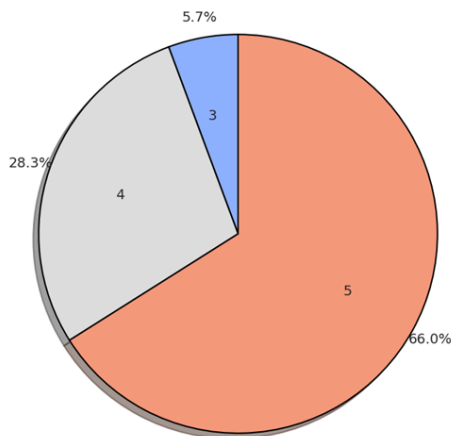
Freedom to propose, suggest, modify topics in syllabus/ course content (FIMS)

The feedback from FIMS, SGT University teachers regarding their freedom to adjust course content shows mostly positive results. A significant majority (43.4%) gave the highest rating of 5 stars, indicating strong satisfaction with the level of autonomy they have. A substantial portion (30.19%) also rated it 4 stars, further supporting the positive trend. While smaller percentages provided lower ratings (1-3 stars), the overall picture suggests that teachers generally feel they have a good degree of freedom to propose, suggest, and modify syllabus topics and course content.

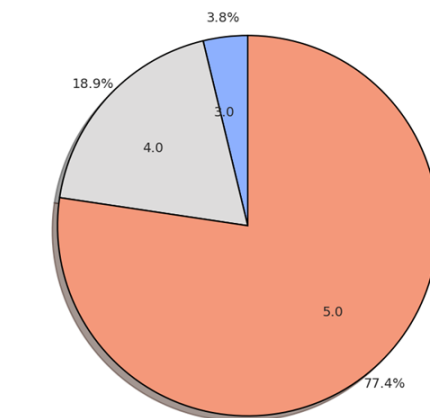
**Freedom to innovate and adopt new teaching strategies/methods** **Average: 4.74**

The feedback from FIMS, SGT University teachers overwhelmingly shows strong support for their freedom to innovate and use new teaching methods. A significant majority (77.36%) gave the highest rating of 5 stars, indicating a high level of satisfaction. While a smaller percentage provided 3 and 4-star ratings, the overall result demonstrates that teachers feel empowered and encouraged to experiment with and implement fresh approaches in their classrooms.

**Freedom to design strategies/techniques for formative assessment** **Average: 4.6**



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

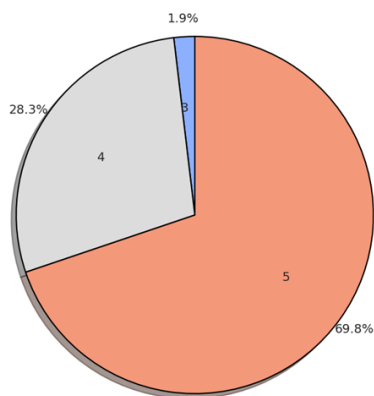


Freedom to innovate and adopt new teaching strategies/methods (FIMS)

FIMS, SGT University teachers 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 (5.66%), the majority rated it highly, with almost 3 out of 4 teachers giving it a 4-star or 5-star rating (94.34% total). This suggests that the university provides a supportive environment where teachers feel empowered in their assessment design choices.



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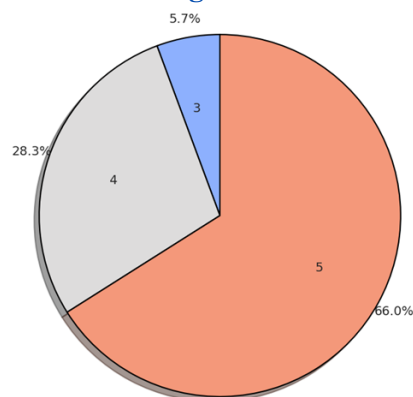
Adequate number of reference books are available in Library (FIMS)

**Adequate number of reference books are available in Library**  
**Average: 4.68**

The feedback from FIMS, SGT University teachers regarding the library's reference book collection shows overwhelmingly positive results. A significant majority (69.81%) rated the availability of reference books as excellent (5 stars), with a further substantial portion (28.3%) giving a very good rating (4 stars). Only a small fraction (1.89%) gave a slightly less positive rating (3 stars), indicating that, overall, teachers are highly satisfied with the number of reference books available in the library.

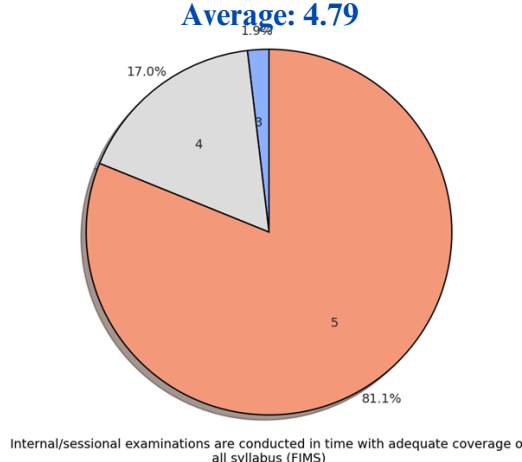
The feedback from FIMS, SGT University teachers shows that the availability of appropriate audio-visual teaching aids in lecture theatres is generally well-received. A significant majority (66.04%) rated the aids with 5 stars, indicating high satisfaction. A substantial portion (28.3%) gave a 4-star rating, suggesting a positive experience with some minor room for improvement. Only a small fraction (5.66%) rated it with 3 stars, indicating some areas needing attention. Overall, the data points to a largely positive perception of the audio-visual resources in the lecture theatres.

**Appropriate Teaching aids(audio-visual) are available in lecture theatres**  
**Average: 4.6**



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

**Internal/sessional examinations are conducted in time with adequate coverage of all syllabus**  
**Average: 4.79**

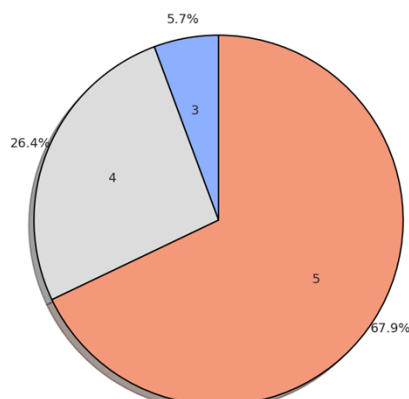


Internal/sessional examinations are conducted in time with adequate coverage of all syllabus (FIMS)

The overwhelming majority of FIMS, SGT University teachers (over 81%) rated the timeliness and syllabus coverage of internal/sessional exams as excellent (5 stars), indicating high satisfaction with the exam process. A significant portion (almost 17%) gave a 4-star rating, suggesting generally positive feedback with perhaps minor areas for improvement. Only a small fraction (less than 2%) gave a 3-star rating, indicating that while most teachers found the exams satisfactory, a small number may have some concerns. Overall, the feedback strongly suggests that the internal/sessional exam system is functioning well.

**Level of satisfaction with Examination reforms- Percentage of theory and practical**  
**Average: 4.62**

The majority of FIMS, SGT University teachers (67.92%) are very satisfied with the examination reforms regarding the balance of theory and practical components, giving them a 5-star rating. A significant portion (26.42%) expressed a 4-star rating, indicating satisfaction. Only a small percentage (5.66%) gave a 3-star rating, suggesting some minor areas for potential improvement. Overall, the feedback shows a high level of satisfaction with the implemented changes to the examination structure.

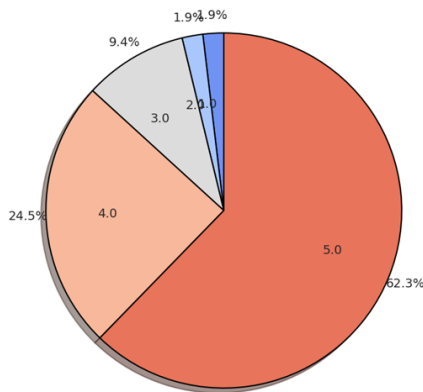


Level of satisfaction with Examination reforms- Percentage of theory and practical (FIMS)



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**Rate your level of satisfaction with the examination and evaluation pattern of the University Average: 4.43**

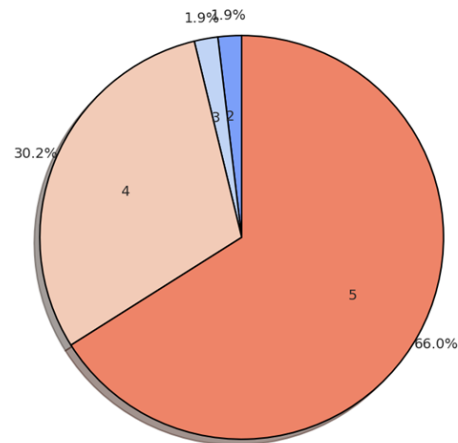


Rate your level of satisfaction with the examination and evaluation pattern of the University (FIMS)

Most FIMS, SGT University teachers (62.26%) are very satisfied with the university's examination and evaluation pattern, indicating a largely positive perception. A significant portion (24.53%) are satisfied, while a small minority expressed lower satisfaction levels, with less than 10% giving ratings of 1 or 2 stars. Overall, the feedback suggests a generally favorable view of the current system, though there's room for improvement based on the opinions of the smaller dissatisfied group.

**Overall environment in the department is conducive to teaching and learning Average: 4.6**

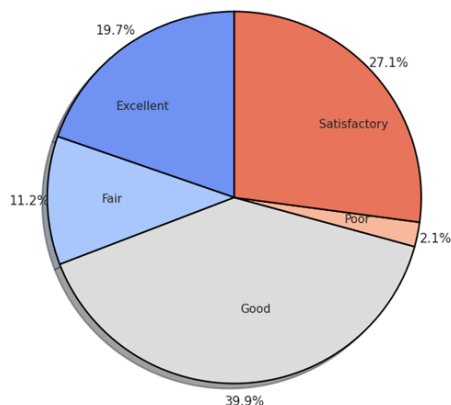
The majority of teachers at FIMS, SGT University, find the department's overall environment very conducive to teaching and learning, with over 66% giving it a 5-star rating. While a smaller percentage rated it 3 or 4 stars, the relatively low number of 2-star ratings suggests that the overall sentiment regarding the teaching and learning environment is overwhelmingly positive.



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

**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? (A)

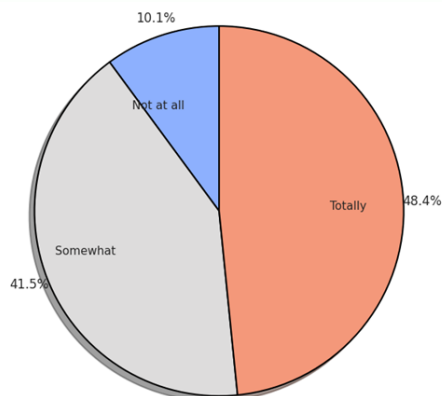
SGT University alumni largely expressed satisfaction with their course curriculum, with "Good" (39.89%) and "Satisfactory" (27.13%) ratings representing the majority of responses. While a significant portion found the curriculum excellent (19.68%), a smaller number rated it as "Fair" (11.17%) or "Poor" (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?**

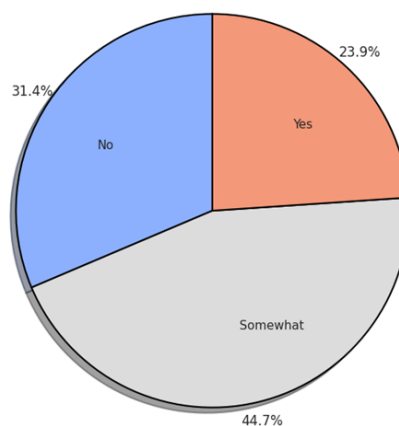


How do you rate the relevance of the curriculum of your degree/diploma program with respect to your current job? (Alumni)

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.

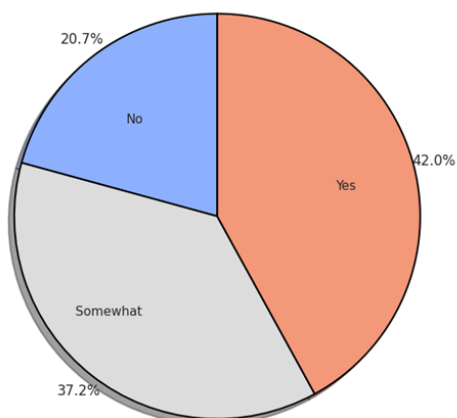
**Did you get sufficient placement opportunities through the institution?**

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)

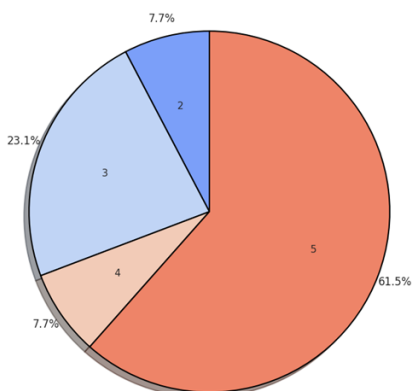
SGT University's alumni feedback shows that while a significant majority (42.02%) felt their program's curriculum helped them secure employment, a considerable portion (37.23%) felt it only helped somewhat. A smaller group (20.74%) reported that the curriculum did not aid their placement efforts. This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



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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



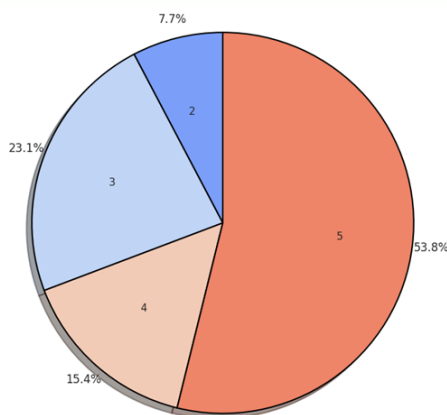
1. Subject Knowledge and Curriculum: Do SGT graduates demonstrate sufficient subject knowledge and proficiency in modern techniques and tools as outlined in the university curriculum? (Employer)

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

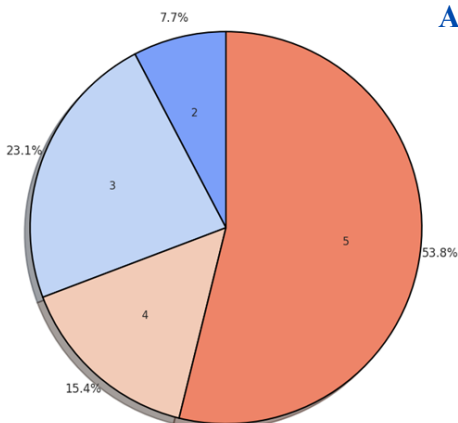
Employer feedback on SGT University graduates' problem-solving and critical thinking skills shows a generally positive but mixed result. While a significant majority (53.85%) rated these skills highly with 4 or 5 stars, a considerable portion (23.08%) gave a middling 3-star rating, suggesting room for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

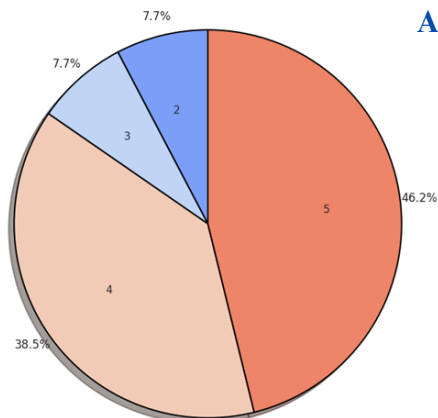




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**4. Professionalism and Ethical responsibility: Do SGT graduates exhibit ethical behavior and professionalism in their roles?**

**Average: 4.38**



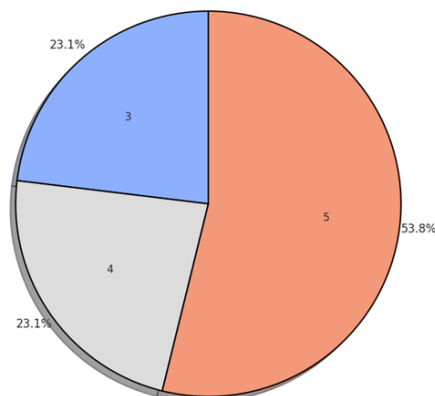
Employer feedback on the professionalism and ethical behavior of SGT University graduates is largely positive. While a small percentage gave ratings of 2 or 3 stars, the majority (84.61%) rated them 4 or 5 stars, indicating that most employers find SGT graduates to be ethical and professional in their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

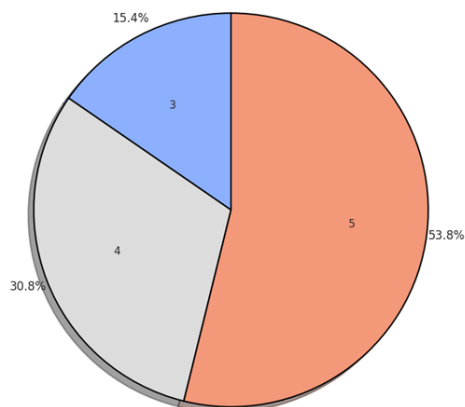
**Average: 4.38**

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.

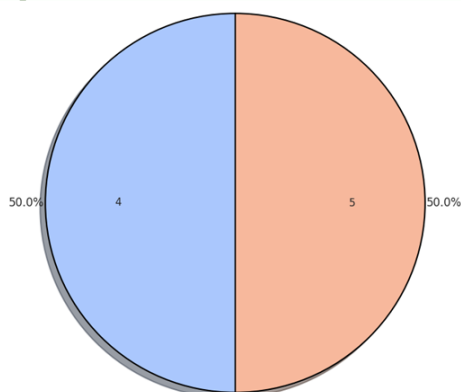


**Internal Quality Assurance Cell**  
**Faculty of Indian Medical System (Ayurveda) Feedback**  
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## Professionals Feedback

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

Average: 4.5



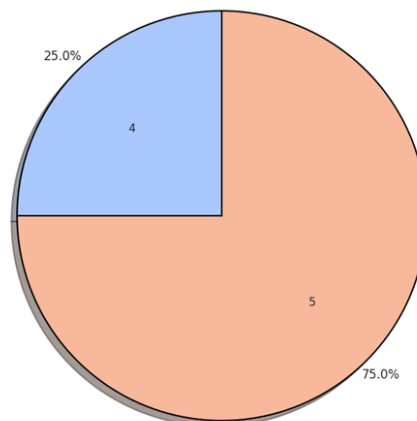
Syllabus content of course is based on industry needs and demands.  
(Professionals)

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.

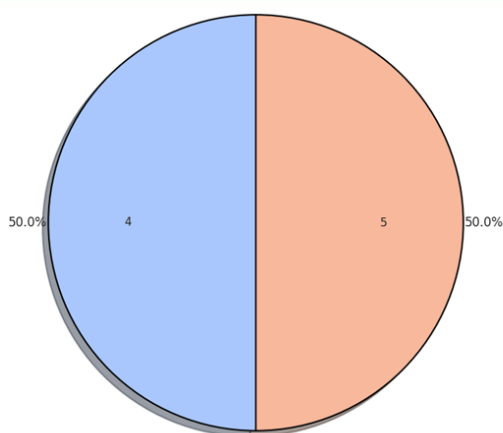
Average: 4.75

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)

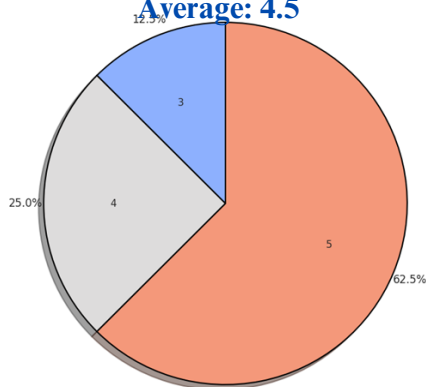
Professionals at SGT University overwhelmingly rated the content's focus on practical application of theoretical concepts very highly. Half gave it a 4-star rating and the other half a 5-star rating, indicating a strong consensus that the curriculum effectively connects theory to real-world application



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

**Average: 4.5**

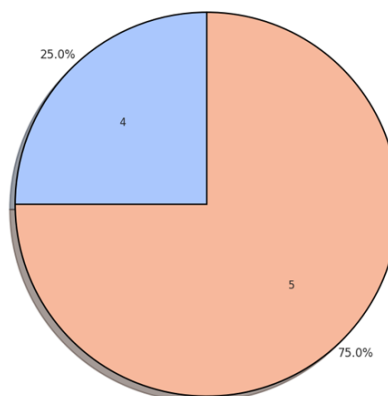


Employability is given weightage in curriculum design and development. (Professionals)

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**

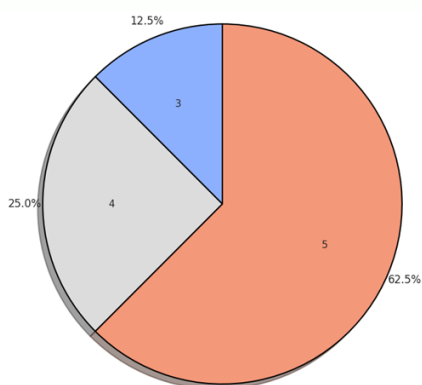


The curriculum is updated regularly to suit the current professional needs. (Professionals)

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**

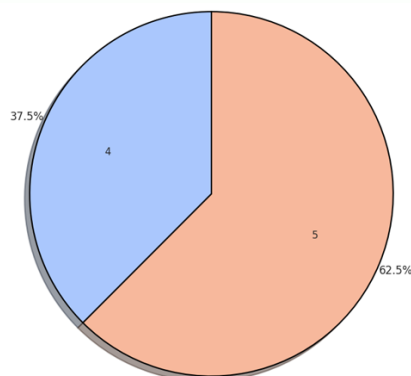


Syllabus content imparts knowledge and understanding of advanced/latest techniques/developments. (Professionals)

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)

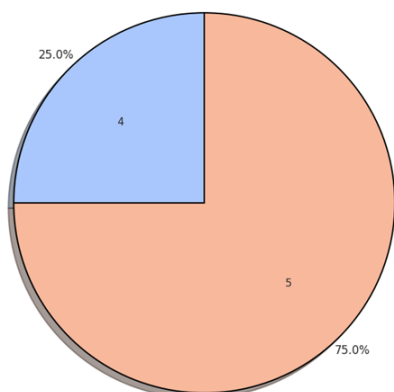
Professionals at SGT University overwhelmingly approve of the inclusion of professional ethics in their course content. The feedback shows a very positive response, with over 60% giving it a top rating of 5 stars and the remaining giving a very good rating of 4 stars. This indicates a high level of satisfaction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

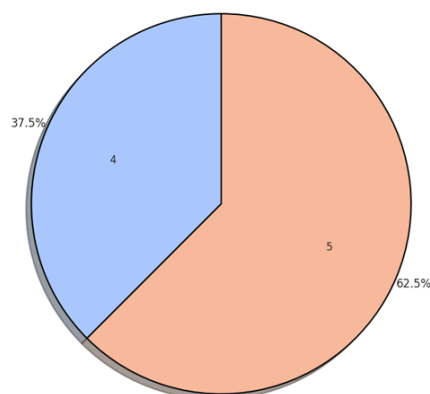


Training strategies develops a constant learning attitude among the students.  
(Professionals)

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**

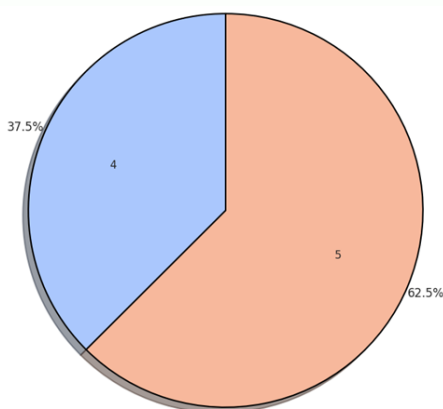


Emphasis is given on developing communication and other soft skills.  
(Professionals)

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**

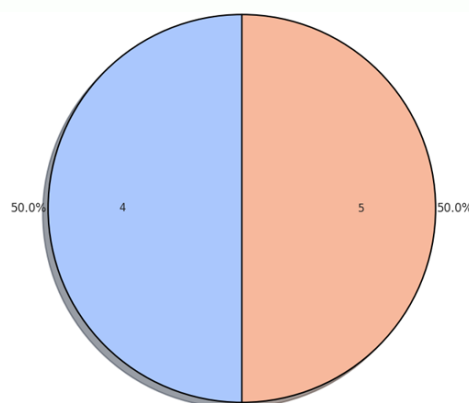


Training is imparted to develop administrative/managerial and leadership skills.  
(Professionals)

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 Indian Medical System (Ayurveda) Feedback**  
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**Insights**

**FIMS Feedback Action Taken Report (2023-2024)**

Sr.	Context	Student Feedback	IQAC Recommendation	Action Taken
1	Teaching Quality	Teachers should help students in practical's and encourage studies.	Encourage faculty to provide guidance during practical's and engage students through motivation and mentorship.	A time table with maximum importance for practicals have been structured. Specific guidelines have been made to give stress for different kinds of practicals as per their importance in increasing competency of students.
2	Curriculum Enhancement	Redundancy in the syllabus should be avoided. Competitive exam preparation should be integrated into the curriculum.	Avoid redundancy in the curriculum by ensuring unique and progressive learning objectives. Integrate competitive exam preparation into the regular curriculum.	Syllabus revision has been conducted by excluding topics that are not relevant and new topics have been incorporated.
3	Practical Learning	Hospital visits should be more frequent. More practical sessions and hands-on training are needed. Practical hours should be effectively utilized.	Incorporate more practical sessions into the curriculum to balance theoretical and practical knowledge. Arrange hospital visits, and hands-on training sessions.	Foreseeing the need to attain competency and employability of the aspirants non lecture hours have been introduced to reduce classroom teaching. More emphasis is being given for active learning through innovative teaching methodologies Practical hours are also given more importance.
4	Exam Structure/Schedule	Exams should be conducted on time. Examination schedules and evaluation processes are not communicated clearly.	Clearly communicate the examination schedule in advance to reduce student stress and improve preparedness. Ensure timely and thorough evaluation of exams.	The tentative examination schedule is circulated priorly. Formative assessment has been introduced to assess the students periodically and remedial measures to upscale their quality is executed.
5	Timeliness	Syllabus should be covered/ complete within the designated time.	Complete the syllabus within the designated timeframe. Simplify or streamline the syllabus to make it manageable within the time constraints.	Annual curriculum plan has been made to fix the tentative time for completion of topics in each term and the term exam will be conducted as per the annual exam calendar.
6	Overload of Academic Tasks	The workload is too high, making it difficult to balance studies.	Review and balance the academic workload to prevent student burnout and ensure effective learning.	Assignments are given as group activities to reduce workload and to increase the quality of work.



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**Analysis 2023-2024**

**Insights**

**FIMS Feedback Action Taken Report (2023-2024)**

Sr.	Context	Student Feedback	IQAC Recommendation	Action Taken
7	Infrastructure	Need for smart boards in classrooms for better visual and interactive teaching.	Install smart boards in classrooms to enhance teaching and visual learning experiences.	Smart boards have been made available in all lecture halls.
8	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.
9	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.
10	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.
11	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.