K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

CONSOLIDATED ACTION TAKEN REPORT ON CURRICULUM FEEDBACK OBTAINED FROM VARIOUS STAKEHOLDERS

ACADEMIC YEAR

2022-23

FEEDBACK COMMITTEE

IQAC

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K.R. Mangalam University,
Sohna Road, Gurugram-122103

Registrar
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ACTION TAKEN REPORT ON CURRICULUM FEEDBACK ANALYSIS OBTAINED FROM VARIOUS STAKEHOLDERS
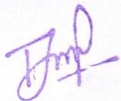
ACADEMIC YEAR 2022-23

Introduction

In the dynamic field of education, the creation and enhancement of curriculum are pivotal in shaping students' learning journeys. However, designing a curriculum that addresses the diverse needs of stakeholders is a multifaceted task. Various stakeholders, such as students, educators, alumni, parents, employers, and academic peers, offer invaluable insights and expectations. It is essential to gather and analyze their feedback to develop a comprehensive, pertinent, and efficient curriculum.

During the academic year 2022-23, the Feedback Committee, under the aegis of the Internal Quality Assurance Cell (IQAC) at K.R Mangalam University, surveyed to gather feedback. Stakeholders stressed the importance of a curriculum that aligns with current societal and professional demands. They advocated for the inclusion of practical skills, interdisciplinary learning, and real-world applications to better equip students for their future endeavours. In an increasingly interconnected and rapidly changing world, stakeholders stress the importance of fostering 21st-century skills such as critical thinking, communication, collaboration, creativity, and digital literacy. They advocate for the integration of these skills across disciplines to equip students with the competencies needed to thrive in the modern workforce.

The IQAC received school-specific action reports analyzing feedback on the curriculum for the academic year 2022-23. These reports, submitted by various schools within the university, offer valuable insights into the actions taken in response to stakeholder feedback. They serve as evidence of K.R. Mangalam University's proactive measures to enhance the curriculum, teaching methodologies, and overall learning environment.

Summary of Action Taken Reports

(a) SCHOOL OF LEGAL STUDIES (SOLS)

Feedback from Students:

> ➤ Incorporated suggestions into the curriculum and pedagogy for better coverage of practical aspects, more practical examples, and ensuring court experience and regular internships.

Feedback from Teachers:

> ➤ Revised curriculum to cater to diverse learners, prepare students for competitive examinations, and introduced MOOCs and interdisciplinary programs.
> ➤ Enhanced practical exposure through curricular activities and aligned curriculum with regulatory standards.
> ➤ Emphasized research-based learning and problem-solving pedagogy.

Feedback from Alumni:

> ➤ Expanded LLM program's curriculum and organized regular moot court competitions for practical exposure.

Feedback from Parents:

> ➤ Initiated more interactions between teachers, parents, and students.
> ➤ Organized additional field trips, tours, seminars, and revised curriculum to include contemporary practical knowledge.
> ➤ Revamped teaching-learning methods for more experiential and interactive approaches.

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Feedback from Employers:

➢ Integrated entrepreneurship into the curriculum and bridged the gap between industry and academia.

➢ Organized workshops to enhance communication skills, teamwork, and digital literacy.

➢ Focused on fostering attributes like cultural awareness, diversity, resilience, emotional intelligence, and leadership.

Feedback from Academic/Industry Experts:

➢ **Revised syllabi of IPR by adding important conventions related to it.**

SOLS took various actions to address feedback from stakeholders, enhancing the curriculum, pedagogy, and overall learning environment for the academic year 2022-23.

(b) SCHOOL OF ENGINEERING AND TECHNOLOGY (SOET)

Feedback from the Students:

➢ Incorporated latest developments in Python and Data Science into the BCA curriculum.

➢ Included teachings on attacks and defense strategies in Operating Systems for B.Sc (H) Computer Science program.

➢ Introduced Machine Learning course in initial semesters.

➢ Enhanced practical learning in various courses.

➢ Revised course content of Communication and Analytical Skills-I.

➢ Enhanced curriculum to cater to diverse learners and prepare students for competitive examinations.

➢ Adopted MOOCs for course development and revision.

➢ Ensured teachers exhibit strong communication skills and employ student-centric methods.

➢ Emphasized timely completion of syllabus.

➢ Evaluated course content to align with appropriate learning standards.

➢ Reviewed courses receiving below 4.0 scores and implemented corrective actions.

Feedback from the Teachers:

➢ Introduced more industry-based projects.

➢ Implemented additional skill development courses.

- ➤ Enhanced emphasis on hands-on learning and practical work.
- ➤ Integrated more focus on solving real industry-aligned problems.
- ➤ Included more field visits and industrial exposure opportunities.
- ➤ Referenced the IIT model for program creation.
- ➤ Periodically incorporated advanced technology into courses.
- ➤ Introduced field projects alongside major projects.
- ➤ Included project-based evaluation for core subjects.
- ➤ Encouraged teachers to stay updated with real-world technologies.
- ➤ Provided more flexibility for teaching and research activities.
- ➤ Upgraded reference materials and learning resources in the University Central Library.

Feedback from the Alumni:

- ➤ Initiated the process of syllabus revision for B.Sc. (H) Computer Science program.
- ➤ Undertook upskilling initiatives for students in relevant technologies.
- ➤ Encouraged teachers to plan revision and quiz sessions.
- ➤ Organized workshops and seminars for students.

Feedback from the Parents:

- ➤ Organized more field trips, educational visits, industrial tours, and seminars.
- ➤ Procured new equipment and updated existing apparatus in labs.
- ➤ Revamped teaching-learning methods to be more experiential and interactive.

Feedback from the Employers:

- ➤ Integrated entrepreneurship elements into the curriculum.
- ➤ Implemented communication skill development initiatives.
- ➤ Conducted training sessions to enhance various attributes in students.

Feedback from the Academic Experts/Industry Experts:

- ➤ Noted the recommendation to update the curriculum once every two years for implementation.

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(c) SCHOOL OF MEDICAL AND ALLIED SCIENCES (SMAS)

Feedback from the Students:

➤ Additional reading materials and notes provided for Medicinal Chemistry-II.

➤ Increased emphasis on practical sessions in Industrial Pharmacy I and Pharmacognosy and Phytochemistry II.

➤ Emphasis on effective communication, innovative teaching methods, and timely syllabus completion.

➤ Enhanced course structures to support higher learning outcomes.

➤ Thorough review and improvement of courses with average scores below 4.0.

Feedback from the Teachers:

➤ Initiated regular alumni involvement in curriculum development.

➤ Included more hands-on training sessions and industrial exposure opportunities.

➤ Tailored continuous evaluation methods for each course.

➤ Developed E-content to enrich teaching-learning experiences.

➤ Provided access to plagiarism detection software for final-year students.

Feedback from the Alumni:

➤ Syllabus revision for B.Pharm programme and employment of innovative teaching strategies implemented.

Feedback from the Parents:

➤ Organized more interactions between teachers, parents, and students.

➤ Increased field trips, educational visits, and seminars.

➤ Procured and updated equipment for better lab work.

➤ Emphasized contemporary practical knowledge and experiential learning.

Feedback from the Employers:

➤ Implemented programs to enhance communication skills, foster innovativeness, critical thinking, and creativity.

➤ Conducted training on creativity, self-directed learning, teamwork, and technology usage.

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Feedback from the Academic Experts/Industry Experts:

➤ Aligned course content and instructional activities with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs).

These actions demonstrate SMAS's commitment to improving various aspects of education and ensuring alignment with student needs, industry standards, and academic requirements.

(d) SCHOOL OF JOURNALISM AND MASS COMMUNICATION (SJMC)

Feedback from the Students:

➤ The curriculum has been revised to incorporate modules and exercises aimed at enhancing communication skills among students.

➤ Case studies have been integrated into various courses within the curriculum to provide practical scenarios for better understanding.

➤ Emphasis is placed on effective communication during class sessions to engage students.

➤ Courses with below-average scores are thoroughly evaluated, and corrective actions are implemented to enhance course quality.

Feedback from the Teachers:

➤ Additional practical enhancement activities have been added to professional courses.

➤ The curriculum now focuses on providing experiences catering to the needs of diverse learners.

➤ Initiatives have been implemented to enhance research work among faculty and students.

Feedback from the Alumni:

➤ The school has enhanced practical exposure for B.A. Journalism and Mass Communication (JMC) students through increased field visits, internships, and hands-on projects.

➤ Contextual teaching has been improved by incorporating real-life examples, case studies, and current affairs into the curriculum.

Feedback from the Parents:

➢ The school maintains open communication channels between teachers and parents and organizes regular parent-teacher meetings.

➢ Efforts have been made to organize more field trips, educational visits, industrial tours, and seminars for students.

Feedback from the Employers:

➢ Guest lectures, workshops, and seminars by successful entrepreneurs and industry experts have been organized to foster entrepreneurship.

➢ Communication skills development programs, communication-focused assignments, and projects have been integrated into the curriculum.

➢ Various academic and co-curricular activities have been introduced to promote innovation, critical thinking, and creativity among students.

Feedback from the Academic Experts/Industry Experts:

➢ Noted recommendation to avoid frequent curriculum updates, implemented accordingly.

(e) SCHOOL OF BASIC & APPLIED SCIENCES (SBAS)

Feedback from the Students:

➢ The school has emphasized the importance of effective teaching methods, ensuring teachers demonstrate good communication skills, utilize innovative techniques, and integrate real-life experiences into lessons. Efforts have also been made to review and improve course structures based on student expectations and feedback.

Feedback from the Teachers:

➢ Curriculum development has been enhanced through increased industry expert surveys and the incorporation of more project-based assignments to promote experiential learning and skill development among students.

Feedback from the Alumni:

➢ The implementation of smart class facilities in the B.Sc. (H) Chemistry program aims to enhance the learning experience and equip students with skills required in a digitalized academic environment.

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Feedback from the Parents:

> The school has facilitated increased interaction between teachers, parents, and students through regular meetings and workshops. Additionally, efforts have been made to organize more field trips, update laboratory equipment, and adopt innovative teaching strategies to make learning more experiential and interactive.

Feedback from the Employers:

> Programs have been introduced to enhance students' communication skills, foster innovativeness, critical thinking, and creativity through curricular and extracurricular activities. Skill development initiatives aim to equip students with abilities to contribute effectively to organizational goals.

Feedback from the Academic/Industry Experts:

> The curriculum now offers more opportunities for research activities, with faculty members guiding and encouraging students to publish their research findings.

Overall, the school has taken proactive measures to address feedback from various stakeholders, ensuring continuous improvement in curriculum design, teaching methodologies, and overall learning experiences to meet the evolving needs of students and industry demands.

(f)SCHOOL OF MANAGEMENT AND COMMERCE (SOMC)

Feedback from the Students:

> Students emphasized the need for teachers to exhibit strong communication skills, preparedness, and innovative teaching methods. They also recommended integrating real-life experiences and utilizing ICT tools more effectively. Measures were taken to ensure these aspects were addressed, alongside completing the syllabus on time.

Feedback from the Teachers:

> Teachers suggested enhancing industry orientation, balancing theory with practice, and updating curriculum design to align with emerging skills and job trends. Additionally, they recommended refining teaching, learning, evaluation, and research methods. These recommendations were acted upon, with initiatives focusing on industry integration, advanced technology courses, and project-based mid-term evaluations.

Feedback from the Alumni:

➢ Alumni suggested focusing on skill development in the BBA program, increasing practical work opportunities, and improving internships and placements for B.Com (H) students. Actions were taken to implement these recommendations, including curriculum adjustments and enhanced engagement opportunities.

Feedback from the Parents:

➢ Parents highlighted the importance of increased interaction, additional field trips, and improving the curriculum's practical relevance. Initiatives such as enhanced interaction, more field trips, and experiential learning opportunities were undertaken to address these suggestions.

Feedback from the Employers:

➢ Employers emphasized fostering entrepreneurship, bridging industry-academia gaps, and enhancing communication, critical thinking, and digital literacy skills. Efforts were made to adapt the curriculum accordingly, introducing new programs and specialized courses aligned with industry demands.

Feedback from the Academic Experts/Industry Experts:

➢ Experts recommended aligning the curriculum with NEP 2020 guidelines and offering new programs. Measures were taken to align the curriculum with NEP 2020 recommendations and introduce new programs based on expert advice, ensuring the curriculum remains relevant and up-to-date. Additionally, various Open Electives and Value-Added Courses were offered to provide students with diverse learning opportunities.

(g) SCHOOL OF ARCHITECTURE & DESIGN (SOAD)

Feedback from the Students:

➢ Students emphasized the need for teachers to utilize ICT-enabled tools for effective learning. The school responded by ensuring teachers incorporate online resources and other digital tools to enhance the learning experience. Efforts were also made to streamline course content for better conceptual understanding.

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Feedback from the Teachers:

➢ Teachers recommended aligning the curriculum with the objectives outlined in the National Education Policy of 2020 (NEP 2020). The school is actively working on aligning the existing curriculum with NEP 2020 objectives and plans to introduce new programs with multiple entry and exit options.

Feedback from the Alumni:

➢ Alumni suggested enhancing the industry relevance of theoretical teachings in the B. Arch program. The school is exploring ways to diversify the curriculum and strengthen its industry relevance to bridge the gap between theoretical knowledge and practical industry applications.

Feedback from the Parents:

➢ Parents emphasized the importance of increased interaction between teachers, parents, and students, as well as organizing more field trips, educational visits, and seminars. The school responded by initiating regular parent-teacher interactions, organizing field trips, and enhancing the practical knowledge and language proficiency of students.

Feedback from the Employers:

➢ Employers provided various suggestions to enhance students' employability skills, including fostering entrepreneurship, bridging the industry-academia gap, enhancing communication skills, and fostering critical thinking and creativity. The school is actively incorporating these suggestions into the curriculum and providing training to enhance students' employability.

Feedback from the Academic Experts/Industry Experts:

➢ Experts recommended aligning the curriculum with the recommendations of NEP 2020. The school is reviewing the curriculum to align with the recommendations of academic and industry experts, including the integration of new programs and courses aligned with NEP 2020 objectives, starting from the academic session 2023-24.

(h) SCHOOL OF HUMANITIES (SOHS)

Feedback from the Students:

➢ Students emphasized the need for teachers to demonstrate good communication skills, utilize innovative teaching methods, and integrate ICT tools for effective learning. Efforts have been made to address these suggestions by encouraging teachers to employ innovative methods and integrate ICT tools. Additionally, steps have been taken to improve course quality based on student feedback.

Feedback from the Teachers:

➢ Teachers recommended making the curriculum more research-oriented, incorporating contemporary ideas, and integrating technology extensively. The school responded by embedding project work and dissertation in the curriculum, encouraging research methodology seminars, updating the curriculum regularly, and promoting peer-to-peer support learning.

Feedback from the Alumni:

➢ Alumni suggested enhancing support for placements and higher education progression. Efforts are underway to improve support for placements and higher education progression.

Feedback from the Parents:

➢ Parents recommended increasing interaction between teachers, parents, and students, organizing more field trips and seminars, improving practical knowledge, offering foreign language studies, and enhancing experiential learning. Initiatives such as increased parent-teacher interaction, field trips, language offerings, and experiential learning have been implemented to address these suggestions.

Feedback from the Employers:

➢ Employers suggested fostering entrepreneurship, bridging the industry-academia gap, enhancing communication skills, promoting critical thinking, creativity, and lifelong learning. The curriculum is being adapted to incorporate these suggestions.

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Feedback from the Academic Experts/Industry Experts:

➤ Experts recommended aligning the curriculum with the requirements of the National Education Policy of 2020 (NEP 2020). Efforts are being made to align the curriculum with NEP 2020 recommendations, including offering multiple entry and exit options with a focus on a multidisciplinary and holistic approach.

(i) SCHOOL OF EDUCATION (SOED)

Feedback from the Students:

➤ Efforts have been made to enhance the student experience through improved communication skills of teachers, integration of real-life experiences into courses, and increased use of ICT-enabled tools. Additionally, measures have been taken to ensure course structures support higher learning and address courses below a certain quality threshold.

Feedback from the Teachers:

➤ Curriculum development initiatives have focused on evolving to address emerging policy practices, aligning with NEP 2020, and mapping with Sustainable Development Goals (SDGs). The curriculum now incorporates aspects of Artificial Intelligence (AI) and ESG. Teaching, learning, and evaluation methods have been diversified to include project-based evaluation, resource center development, and increased research opportunities for both students and faculty.

Feedback from the Alumni:

➤ Efforts have been made to enhance support for placements and higher education progression. Free coaching classes for CTET are provided, and mentoring sessions enable students to discuss their career and academic plans.

Feedback from the Parents:

➤ Parent-teacher meetings (PTM) are organized once every semester, and several field trips and educational visits have been arranged for students to enhance their learning experiences.

Feedback from the Employers:

- The curriculum has been adapted to foster entrepreneurship, bridge the industry-academia gap, enhance communication skills, promote critical thinking, creativity, self-directed learning, teamwork, digital literacy, and other essential attributes. Various new programs and courses have been introduced to align with industry demands.

Feedback from the Academic Experts/Industry Experts:

- Efforts are underway to align the curriculum with the National Education Policy of 2020 (NEP 2020) and offer new programs. The school shall apply for ITEP once NCTE invites applications from multidisciplinary institutions. Additionally, various Open Electives and Value Added Courses covering a wide range of topics have been provided to students from the university-wide selection.

(j) SCHOOL OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY (SOHMCT)

Feedback from Students:

- Emphasized the importance of effective teaching methods, timely syllabus completion, and integration of real-life experiences into the curriculum.
- The School prioritized faculty training and curriculum review to address these concerns.

Feedback from Teachers:

- Teachers recommended preparing students for competitive exams, integrating MOOCs into courses, and catering to diverse learners' needs.
- The School redesigned courses, incorporated MOOCs, and focused on diverse learning experiences.

Feedback from Alumni:

- Alumni sought enhanced support for placements and higher education progression.
- The School increased support services for alumni in these areas.

Feedback from Parents:

- Parents advocated for increased interaction, more experiential learning opportunities, and interactive teaching methods.

> The School facilitated more interactions, organized additional trips, and enhanced teaching methods.

Feedback from Employers:

> Employers suggested fostering entrepreneurship, enhancing communication skills, and developing attributes like critical thinking and teamwork.
> The School redesigned the curriculum, implemented communication skills programs, and introduced specialized courses to meet industry demands.

Feedback from Academic/Industry Experts:

> No specific curriculum recommendations were received.
> The School remains open to further suggestions from experts to continually improve curriculum development efforts.

(k) SCHOOL OF AGRICULTURAL SCIENCES (SOAS)

Feedback from Students:

> Emphasized the need for teachers to demonstrate good communication skills, integrate real-life experiences into the curriculum, and ensure timely syllabus completion.
> The school initiated faculty training programs, curriculum integration efforts, and comprehensive course reviews to address these concerns.

Feedback from Teachers:

> Recommended periodic updates to course content, enhancement of experiences for diverse learners, and better preparation for competitive examinations within the curriculum.
> The school responded by updating course content, diversifying learning experiences, and forming a university-level panel for continuous improvement suggestions.

Feedback from Alumni:

> Suggested enhancing support for placements and higher education progression, which the school noted for implementation.

Feedback from Parents:

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- Called for increased interaction and more experiential learning opportunities for students.
- The school organized regular parent-teacher meetings and facilitated field trips, educational visits, industrial tours, and seminars for students.

Feedback from Employers:

- Advocated for a curriculum fostering entrepreneurship, bridging the gap between industry and academia, and enhancing communication skills.
- The school organized workshops, seminars, and guest lectures to inspire entrepreneurship, updated the curriculum to include practical experiences, and implemented communication skills workshops and training programs.

Feedback from Academic/Industry Experts:

- No changes or revisions were suggested; thus no action was required by the school.

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ACTION TAKEN REPORT BY THE SCHOOL OF LEGAL STUDIES (SOLS) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) Latest bills and policies should be discussed in Courses taught on Labour Law, Industrial Law and Corporate Law. (b) The course on Drafting, Pleading & Conveyancing may be taught in Semester VII and not Semester IX and be divided into two parts and taught continuously to adequately cover theoretical as well as practical aspects. (c) In the Course on Professional Ethics, Accountancy for Lawyers and Bench-Bar Relations, more practical examples should be given by the teacher. (d) Court experience and regular internship must be ensured.	Incorporated suggestions into the curriculum and pedagogy for the academic session 2022-23.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) The curriculum must enhance providing experiences that cater to the needs of diverse learners. (b) The curriculum must prepare students for undertaking competitive examinations. (c) MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses. (d) Need to introduce more interdisciplinary programs and courses like Society-Technology Interface. (e) Components in the curriculum to prepare the students for competitive examinations. (f) Enhance practical exposure through curricular activities.	Reviewed and revised the curriculum to incorporate suggestions for enhancing experiences tailored to diverse learners. Integrated components to prepare students for competitive examinations into the curriculum through special coaching classes. MOOCs have been incorporated into the curriculum. The programmes offered at SOLS have ample practical components and activities. The existing curriculum is aligned with the BCI standards and norms. The School

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(g) Align to regulatory body standards and norms (as applicable). (h) Focus on research-based orientation of students to motivate them to participate in moot courts, client counselling, mock trials, youth parliament, MUN, etc **Teaching-Learning Evaluation and Research** (a) Need to upgrade reference material and learning resources in the University Central Library, (b) Encourage students to take part in activities/practicals, a system can be evolved for granting grades or percentage of marks in internal assessments for the students who participate in such events. (c) Evaluation should also be focused on the participation of students in law-related programmes, so that, we can create a good team which can bring laurels in various competitions at national and international levels. (d) Problem-solving pedagogy should be used by teachers.	emphasized research-based learning to encourage student participation in moot courts, client counselling, etc. during the academic session 2022-23. Enhanced the University Central Library's reference material and learning resources. Revised evaluation methods to focus on student participation in law-related programs, aiming to foster success in competitions. Implemented problem-solving pedagogy in teaching to enhance student learning and critical thinking skills.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
(a) Offering a more diverse curriculum in LLM programme. (b) Moot court competitions must be organized in every semester which will give practical exposure to the students pursuing LLB and 4-year Integrated LLB programmes.	The School has expanded the LLM program's curriculum to include a more diverse range of courses, offering students a broader scope of legal education and specialization. Moot court competitions are now organized regularly, with events scheduled in every semester for students enrolled in LLB and 4-year Integrated LLB programs. These competitions aim to provide students with practical experience in legal advocacy and courtroom proceedings, enhancing their professional skills and readiness for legal practice.

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Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) The curriculum could improve in terms of contemporary practical knowledge for students. (d) Teaching-learning can be made more experiential and interactive.	Initiatives have been implemented to foster greater communication and collaboration between teachers, parents, and students, facilitating regular interactions and feedback sessions. The School has organized additional field trips, educational visits, industrial tours, and seminars to enrich students' learning experiences and provide exposure to real-world scenarios. The curriculum has been revised to include more contemporary practical knowledge, ensuring that students are equipped with relevant skills and information for the current legal landscape. Teaching-learning approaches have been revamped to incorporate more experiential and interactive methods, promoting active participation and engagement among students in the learning process.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students. (d) Foster innovativeness, critical thinking and creativity. (e) Train on creativity in response to workplace problems and challenges.	Entrepreneurship has been integrated into the curriculum to foster an entrepreneurial mindset among students, providing them with the skills and knowledge to start and manage their ventures. Initiatives have been

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(f) Enhance skills to work in teams. (g) Train in using technology and updating technical knowledge and skills. Enhance digital literacy and proficiency in working with data. (h) Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership.	implemented to bridge the gap between industry requirements and academic teachings, ensuring that students are well-prepared for the demands of the professional world. Workshops, seminars, and practical exercises focused on improving verbal and written communication were organized during the academic session 2022-23. Activities and projects emphasizing teamwork have been incorporated into the curriculum to enhance students' collaboration and team-building skills. At the University level, there has been a focus on enhancing the digital skills of students by organizing skill development programmes.

Feedback from the Academic Experts/Industry Experts
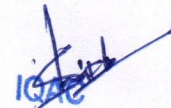
Suggestions/Recommendations	Action Taken by the School
Revise syllabi of IPR by adding important conventions related to it.	Incorporated into the curriculum.

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ACTION TAKEN REPORT BY THE SCHOOL OF ENGINEERING AND TECHNOLOGY (SOET) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Latest development in Python and Data Science, new packages and source code modifications and developments should be incorporated into the BCA curriculum. (b) Teacher must teach some attacks on operating system and some defence strategies against those attacks in the Course on Operating Systems in the B.Sc (H) Computer Science programme. (c) Course on Machine Learning may be introduced in the initial semesters instead it being taught in the final year in the B.Tech (CSE) programme. (d) While teaching Applied Mathematics to students, teaching should be connected to daily life. Weak students may be paired with strong students to help former students learn faster from their peers in the B.Tech (CSE) programme. (e) Course content of Communication and Analytical Skills-I should be modified to the syllabus related to aptitude tests in placement interviews in the MCA curriculum. (f) Practical learning is required in Courses like Python Programming, Data Structures and Algorithms, Database Management Systems, Data Mining in the MCA curriculum. (g) The curriculum must enhance providing experiences that cater to the needs of diverse learners. (h) The curriculum must prepare students for undertaking competitive examinations. (i) MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses.	Incorporated latest developments in Python and Data Science into the BCA curriculum. Included teachings on attacks and defense strategies in Operating Systems for B.Sc (H) Computer Science program. Introduced Machine Learning course. Implemented practical learning in various courses such as Python Programming, Data Structures and Algorithms, Database Management Systems, and Data Mining. Revised course content of Communication and Analytical Skills-I to align with aptitude test syllabus in placement interviews. Enhanced curriculum to cater to diverse learners and prepare students for competitive examinations.

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	Adopted MOOCs for course development and revision.
Teaching, Learning and Evaluation (a) It must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT- enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of appropriate difficulty level and supports students for higher learning. (c) Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future. (d) Regarding the overall quality of the programme, it is recommended to explore the programme that has secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Measures have been taken to ensure that teachers exhibit strong communication skills, adequate preparedness for classes, and employ student-centric and innovative teaching methodologies. Efforts have been made to enhance the integration of courses with real-life experiences. Additionally, the utilization of ICT-enabled tools, including online resources, has been encouraged for effective teaching and learning. Emphasis has been placed on completing the entire syllabus within the stipulated timeframe. Content difficulty levels have been evaluated to align with appropriate learning standards, fostering higher learning outcomes. Courses receiving an average score below 4.0 in terms of student expectations have been thoroughly reviewed. Root causes for dissatisfaction have been identified, leading to corrective actions aimed at enhancing course quality. Continuous improvements are being implemented to address identified shortcomings and meet student expectations effectively.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) More industry-based projects should be introduced in the curriculum. (b) Introduce more skill development courses. (c) More emphasis on hands-on learning and practical work. (d) The curriculum should have more focus on solving real industry-aligned problems. (e) More field visits and industrial exposure should be incorporated into the curriculum. (f) IIT model of curriculum design and development maybe referred for designing programmes. (g) Advanced technology could be periodically incorporated in all courses offered. (h) Just like major projects in final year, there should be mini project in each year to implement practical knowledge.	Introduced more industry-based projects within the curriculum to provide practical exposure. Implemented additional skill development courses to enhance students' abilities. Enhanced emphasis on hands-on learning and practical activities throughout the curriculum. Incorporated more focus on solving real industry-aligned problems into the curriculum. Integrated more field visits and industrial exposure opportunities into the curriculum. Referenced the IIT model of curriculum design and development for program creation. Periodically incorporated advanced technology into all offered courses. Introduced field projects alongside major projects.
Teaching-Learning Evaluation and Research (a) Project-based evaluation for core subjects can be included. (b) Teachers should remain updated with real-world technologies to deliver better-quality content. (c) More flexibility for teachers for teaching and research. (d) Need to upgrade reference material and learning resources in the University Central Library,	Included project-based evaluation for core subjects to assess practical skills. Encouraged teachers to stay updated with real-world technologies to enhance content delivery. Provided more flexibility for teachers in teaching and research activities. Upgraded reference materials and learning resources in the University Central Library to enhance students' learning experiences.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
(a) Syllabus revision to incorporate the latest developments in the discipline for the B.Sc. (H) Computer Science programme. (b) Students should be upskilled by the university in the latest technologies which are currently in demand in industries in B.Tech CSE and BCA programme. (c) One specific day at the end of the week should be planned by the teachers for revision and quizzes for practicing topics discussed in class for all B.Tech programmes. (d) Regularly conduct workshops/seminars for students in their related fields, especially in engineering for all B.Tech programmes. (e) Using graphics and visual media programs related to the course as it arouses the interest and desire to learn in all programmes.	The school initiated the process of syllabus revision to incorporate recent developments in the discipline for the B.Sc. (H) Computer Science program. Upskilling initiatives to train students in the latest technologies relevant to industries for B.Tech CSE and BCA programs were undertaken by SOET. Teachers were encouraged to plan revision and quiz sessions at the end of the week to reinforce learning for all B.Tech programs. The school organized workshops and seminars for students.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) Organize more field trips, educational visits, industrial tours and seminars for students. (b) Procure and update equipment and apparatus for better lab work. (c) Teaching-learning can be made more experiential and interactive.	Several field trips, educational visits, industrial tours, and seminars to provide students with more opportunities for practical learning and exposure were organized by the School during academic session 2022-23. Efforts were made to procure new equipment and update existing apparatus in labs to enhance the quality of practical work for students. Teaching-learning methods were revamped to include

	more experiential and interactive approaches, fostering active participation and engagement among students in the learning process.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Enhance the Communication Skills of Students. (c) Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership.	Entrepreneurship elements were integrated into the curriculum to instil an entrepreneurial mindset among students. Communication skill development initiatives were implemented by offering courses to all students of SOET. Training to enhance attributes like cultural awareness, diversity, resilience, emotional intelligence, and leadership. Training sessions were conducted to enhance students' awareness and understanding of cultural diversity, resilience, emotional intelligence, and leadership skills.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Frequent updating of the curriculum should be avoided and should be done once in two years.	Noted for implementation.

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K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

ACTION TAKEN REPORT BY THE SCHOOL OF MEDICAL AND ALLIED SCIENCES (SMAS) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) More reading material and notes should be provided for Medicinal Chemistry-II in the B.Pharm programme. (b) More practicals are required and experiments should be conducted by the teacher in practical courses-Industrial Pharmacy I & Pharmacognosy and Phytochemistry II in the B.Pharm programme.	Additional reading material and notes have been provided for Medicinal Chemistry-II in the B.Pharm programme to facilitate better understanding and learning. Increased emphasis has been placed on practical sessions in Industrial Pharmacy I and Pharmacognosy and Phytochemistry II in the B.Pharm programme. Teachers are conducting more experiments to enhance hands-on learning experiences.
Teaching, Learning and Evaluation (a) It must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT- enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of appropriate difficulty level and supports students for higher learning. (c) Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the	Teachers are encouraged to demonstrate effective communication skills, come prepared for classes, and utilize innovative teaching methods. Emphasis is placed on integrating real-life experiences into course content, utilizing ICT-enabled tools, and completing syllabi on time. Course structures, designs, and reviews have been enhanced to ensure

	content organization supports students in understanding underlying concepts and fosters higher learning outcomes.
expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future. (d) Regarding the overall quality of the programme, it is recommended to explore the programme that has secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Courses and programmes with average scores below 4.0 have been thoroughly reviewed, and corrective actions have been implemented to address identified shortcomings and improve course quality.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
1. Curriculum Design and Development (a) Regular alumni involvement in curriculum development would make the process contemporary and need-based. (b) More hands-on training and industrial exposure can be included in the curriculum. **2. Teaching, Learning, Evaluation and Research** (a) Continuous evaluation for each course should be planned by the teachers according to the content rather than a one-size-fits-all. (b) E-content development to enhance the teaching-learning experience for the students. (c) Adequate resources and access to the plagiarism software to all final-year students to promote their quality of research.	Regular alumni involvement in curriculum development processes has been initiated, ensuring that the curriculum remains contemporary and aligned with industry needs. The curriculum now includes more hands-on training sessions and opportunities for industrial exposure, providing students with practical skills and real-world experience. Teachers are encouraged to plan continuous evaluation methods that are tailored to the specific content and learning objectives of each course, ensuring fair and comprehensive assessment. Efforts have been made to develop electronic content (E-content) to enrich the teaching-learning experiences of students, providing them with

	interactive and engaging learning resources. These have been uploaded on KRMU MOODLE LMS. Final-year students now have access to plagiarism detection software, facilitating the production of high-quality research outputs and promoting academic integrity.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
1. Syllabus revision to incorporate the latest developments in the discipline for the B.Pharm programme. 2. Employing more innovative teaching strategies in B.Pharm.	Curriculum prescribed is strictly as per regulatory bodies. Innovative teaching strategies have been actively employed in the B.Pharm programme to enhance the learning experience. This includes the integration of interactive teaching methods, use of technology-enhanced learning tools, and application-based learning activities to engage students and foster deeper understanding of course materials.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) Procure and update equipment and apparatus for	Regular parent-teacher meetings, communication platforms, and open-house sessions have been organized to

better lab work. (d) The curriculum could improve in terms of contemporary practical knowledge for students. (e) Teaching-learning can be made more experiential and interactive.	foster better communication and collaboration. The school has ramped up efforts to organize a variety of experiential learning opportunities, including field trips, educational visits, industrial tours, and seminars. These activities provide students with practical exposure and real-world insights. Incorporation of active learning strategies, collaborative projects, simulations, and technology-enabled learning tools has been emphasized to engage students effectively in SMAS.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Enhance the Communication Skills of Students. (b) Foster innovativeness, critical thinking and creativity. (c) Train on creativity in response to workplace problems and challenges. (d) Foster self-directed and lifelong learning. (e) Enhance skills to work in teams. (f) Train in using technology and updating technical knowledge and skills.	The school has implemented communication skills development programs, including workshops, seminars, and courses focused on improving verbal and written communication abilities. Faculty members are encouraged to incorporate creative thinking exercises and problem-solving tasks into their teaching methodologies. Specialized training programs and workshops have been organized to train students in creative problem-solving techniques tailored to real-world workplace scenarios. The school has introduced

		initiatives to promote self-directed and lifelong learning among students. These include personalized learning plans, access to online resources and learning platforms, mentorship programs, and opportunities for self-assessment and reflection. Training programs and workshops on the use of technology and the latest advancements in respective fields are regularly conducted.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Course content and Instructional Activities should align with the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).	The approved POs, PSOs, PEOs and COs are implemented from session 2022-23.

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THE COMPLETE WORLD OF EDUCATION

ACTION TAKEN REPORT BY THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION (SJMC) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
Curriculum Design & Development (a) More focus on developing communication skills in the curriculum. (b) Incorporate more case studies in the curriculum.	The curriculum has been revised to incorporate modules and exercises specifically aimed at enhancing communication skills among students. Additional workshops and practical sessions have been introduced to provide hands-on training in effective communication techniques. Case studies have been integrated into various courses within the curriculum to provide students with real-world examples and practical scenarios.
Teaching, Learning and Evaluation (a) It must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT- enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the	Emphasis is placed on effective communication during class sessions to engage students and facilitate better understanding of course material. Emphasis is placed on effective communication during class sessions to engage students and facilitate better understanding of course material.

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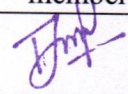|	
expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Courses that have received below-average scores are thoroughly evaluated to identify areas for improvement. Feedback from students is taken into consideration, and corrective actions are implemented to enhance course quality and meet student expectations.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Adding more practical enhancement activities in professional courses. (b) The curriculum must enhance providing experiences that cater to the needs of diverse learners. **Teaching, Learning, Evaluation and Research** (a) Enhance research work.	The school has introduced additional practical sessions and hands-on activities in professional courses to provide students with practical exposure and real-world experience. These activities include workshops, internships, and industry projects aimed at enhancing students' practical skills and employability. The curriculum includes a variety of teaching approaches, such as interactive lectures, group discussions, and multimedia presentations, to accommodate different learning styles and preferences. The school has implemented initiatives to promote research activities among faculty members and students.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
1. Enhance practical exposure for students of B.A JMC programme. 2. Contextual teaching can improve further in the programmes.	The school has implemented several measures to enhance practical exposure for students enrolled in the B.A. Journalism and Mass Communication (JMC) programme. This includes increasing the number of field visits, internships, and hands-on projects incorporated into the curriculum. Students are provided with opportunities to engage in real-world media production, reporting, and content creation activities to gain practical skills and industry experience. Faculty members are encouraged to incorporate real-life examples, case studies, and current affairs into their teaching to make the learning experience more relevant and engaging for students. Guest lectures, industry interactions, and workshops are organized to expose students to the practical applications of theoretical concepts and provide them with insights into contemporary issues in journalism and mass communication. Additionally, the curriculum is periodically reviewed and updated to ensure alignment with industry trends and changing contexts.

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Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students.	The school encourages teachers to maintain open lines of communication with parents through emails, phone calls, and digital communication platforms to provide updates on students' academic development and address any queries or issues raised by parents. The School organizes in each semester parent-teacher meeting.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Enhance the Communication Skills of Students. (c) Foster innovativeness, critical thinking and creativity.	Guest lectures, workshops, and seminars by successful entrepreneurs and industry experts were organized. Communication-focused assignments and projects are integrated into the curriculum to provide students with opportunities to practice and refine their communication skills in real-life scenarios. The school promotes a culture of innovation, critical thinking, and creativity through various academic and co-curricular activities. This includes project-based learning, design thinking workshops, hackathons, and innovation challenges aimed at stimulating students' creative thinking and problem-solving abilities. Moreover, faculty members

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		encourage students to question, analyze, and explore new ideas, fostering a spirit of innovation and intellectual curiosity among students.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Frequent updating in the curriculum should be avoided.	Noted for implementation.

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ACTION TAKEN REPORT BY THE SCHOOL OF BASIC AND APPLIED SCIENCES (SBAS) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
Curriculum, Teaching, Learning and Evaluation (a) It must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT- enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of appropriate difficulty level and supports students for higher learning. (c) Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Teachers have been encouraged to demonstrate good communication skills, come prepared for classes, and utilize student-centric and innovative teaching methods. Efforts have been made to ensure that the course content is organized to enable students to grasp underlying concepts effectively and support higher learning. Courses with average scores below 4.0 have been thoroughly reviewed, and corrective actions have been implemented to improve course quality based on student feedback.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Enhance the number of industry expert surveys to revise and re-design the curriculum. (b) Give more project work to students.	The School has initiated plans to enhance the frequency of industry expert surveys to gather comprehensive feedback for curriculum refinement. More project-based assignments promoting experiential learning and

	skill development have been given to students during the academic session.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
(a) Provision and facilitation of smart classes in B.Sc. (H) Chemistry programme.	The school has proactively responded to alumni feedback by implementing smart class facilities in the B.Sc. (H) Chemistry programme. These initiatives aim to enhance the learning experience, foster interactive teaching methods, and equip students with the skills needed to succeed in an increasingly digitized academic environment.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) Procure and update equipment and apparatus for better lab work. (d) Teaching-learning can be made more experiential and interactive.	The School has implemented regular parent-teacher meetings, workshops, and open-house sessions to facilitate meaningful interactions and foster collaboration between teachers, parents, and students. The School has increased the frequency of field trips, educational visits, industrial tours, and seminars to provide students with diverse learning experiences beyond the confines of the classroom. Efforts have been made to procure and update laboratory equipment and apparatus to ensure students have access to modern tools for conducting experiments and

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	practical work effectively. Faculty members have been encouraged to adopt innovative teaching strategies, including experiential learning techniques, interactive sessions, and hands-on activities, to actively engage students in the learning process.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Enhance the Communication Skills of Students. (b) Foster innovativeness, critical thinking and creativity. (c) Develop among the students the skills and ability to contribute to the goal of the organization.	School has implemented communication skills enhancement programs. Curricular and extracurricular activities have been designed to foster innovativeness, critical thinking, and creativity among students. Innovation challenges, hackathons, and interdisciplinary projects encourage students to think creatively and solve real-world problems.Skill development initiatives have been introduced to cultivate goal-oriented skills and abilities among students.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
The curriculum should provide more opportunities for research activities to the students.	Research is a part of the curriculum in all programmes offered at SBAS. Additionally, faculty encourage and guide students to publish research.

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ACTION TAKEN REPORT BY THE SCHOOL OF MANAGEMENT AND COMMERCE (SOMC) FOR THE ACADEMIC YEAR 2022-23
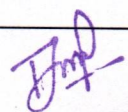
Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT-enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time.	Efforts have been made to enhance the student experience by ensuring teachers demonstrate effective communication skills, employ student-centric methods, integrate real-life experiences into courses, and utilize ICT tools for effective teaching.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Curricular activities need more industry orientation for the students. (b) Judicious balance between theory and practice. (c) Curriculum designing should be done based on new skills required and trending jobs. (d) More Industry integrated curriculum. (e) Advanced technology courses can be offered to students. **Teaching, Learning, Evaluation and Research** (a) Availability of databases like WOS, EBSCO and ProQuest will help in enhancing research efforts. (b) Mid-term evaluation should be project-based.	Curriculum development initiatives have focused on enhancing industry orientation, balancing theory and practice, aligning with emerging skills and job trends, integrating more industry-oriented elements, and offering advanced technology courses. Teaching, learning, evaluation, and research methods have been refined, including the provision of research-enhancing databases and project-based mid-term evaluations.

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Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
(a) The curriculum of BBA programme should focus on Skill Development. (b) Students should do more practical work especially in BBA programme. (c) Providing better internship and placement opportunities and engaging students in participatory learning in B.Com (H).	Measures have been taken to focus the BBA program curriculum on skill development, increase practical work opportunities for BBA students, and enhance internship and placement opportunities for B.Com (H) students.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) The curriculum could improve in terms of contemporary practical knowledge for students. (d) Teaching-learning can be made more experiential and interactive.	Initiatives such as increased interaction between teachers, parents, and students, additional field trips and seminars, and experiential learning enhancements have been implemented during the academic session 2022-23 to address suggestions given by the parents.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students. (d) Foster innovativeness, critical thinking and creativity. (e) Train on creativity in response to workplace problems and challenges. (f) Foster self-directed and lifelong learning. (g) Enhance skills to work in teams. (h) Train in using technology and updating technical knowledge and skills. Enhance digital literacy and	The curriculum has been adapted to foster entrepreneurship, bridge industry-academia gaps, enhance communication skills, foster critical thinking and creativity, promote self-directed learning, teamwork, digital literacy, and other essential attributes. Additionally, new programmes and courses have been

proficiency in working with data.	introduced in the academic

(i) Develop among the students the skills and ability to contribute to the goal of the organization.
 	
(j) Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership.
 	
(k) New programmes/specialized courses should be introduced/added to existing academic programmes at the University, for eg:
  • Sustainable Practices.
  • Digital Marketing.
  • Entrepreneurship.
  • Communication.
  • IoT design.
  • Logistics and Supply Chain Management.
  • NEP 2020 aligned research-based undergraduate programmes.
  • Leadership
  • Creativity and Innovation
	session 2022-23 to align with industry demands. Several Open Electives and Value Added Courses have been offered to students of SOMC, from Pan University pool entailing courses on communication, IoT, Leadership, Creativity etc.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Align curriculum to NEP 2020 and offer new programmes.	Efforts have been made to align the curriculum with NEP 2020 guidelines and introduce new programs by expert recommendations. New programmes will be offered from academic session 2022-23 that align with recommendations of the NEP 2020.

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ACTION TAKEN REPORT BY THE SCHOOL OF ARCHITECTURE & DESIGN (SOAD) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers use ICT-enabled tools including online resources. (b) Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of appropriate difficulty level and supports students for higher learning.	The school has taken measures to ensure teachers possess strong communication skills, utilize innovative teaching methods, and integrate ICT tools for effective learning. Efforts are also made to streamline the course content for better conceptual understanding.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Aligning the existing curriculum to NEP 2020.	The school is focusing on aligning the existing curriculum with the objectives outlined in the National Education Policy of 2020. New programmes with multiple entry and multiple exit options shall be on offer from academic session 2023-24.

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Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
(a) More vision towards the industry to practically relate all that theoretical knowledge with the present industry in B. Arch programme.	The school is exploring ways to diversify the curriculum and strengthen industry relevance in theoretical teachings.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) The curriculum could improve in terms of contemporary practical knowledge for students. (d) Offer study of variegated foreign languages at the University.	The school has initiated regular parent-teacher interactions, organized field trips, and is working on enhancing the practical knowledge and language proficiency of students.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students. (d) Foster innovativeness, critical thinking and creativity. (e) Train on creativity in response to workplace problems and challenges. (f) Foster self-directed and lifelong learning. (g) Enhance skills to work in teams. (h) Train in using technology and updating technical knowledge and skills. Enhance digital literacy and proficiency in working with data. (i) Develop among the students the skills and ability to contribute to the goal of the organization.	The school is actively incorporating these suggestions into the curriculum and providing training to enhance students' employability skills.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Aligning the curriculum to recommendations in the NEP 2020.	The school is reviewing the curriculum to align with the recommendations of academic and industry experts, including the integration of new programmes and courses as per NEP 2020, from academic session 2023-24.

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THE COMPLETE WORLD OF EDUCATION

ACTION TAKEN REPORT BY THE SCHOOL OF HUMANITIES (SOHS) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT-enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Regarding the overall quality of courses and programmes, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Teachers have been encouraged to utilize innovative teaching methods such as project based learning, mind mapping etc, and integrate ICT tools for effective learning. Efforts are also made to improve course quality based on student feedback.

Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Curriculum for B.A (H) Psychology and M. A Psychology must be made more research-oriented. There should be greater emphasis on academic writing. (b) The curriculum should be a living document and needs to align with new ideas and skills. (c) Contemporary ideas should be incorporated to a larger extent, helping students prepare to be	Project work and dissertation are embedded in the curriculum To enhance the research orientation and academic writing skills of B.A (H) Psychology and M.A Psychology students. Besides, students are encouraged to participate in research methodology seminars and

global citizens. (d) Technology could be integrated to a larger extent into the curriculum to prepare learners for the ever-expanding digital world. (e) The curriculum must enhance providing experiences that cater to the needs of diverse learners. (f) The curriculum must prepare students for undertaking competitive examinations. (g) MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses. **Teaching, Learning, Evaluation and Research** (a) Encouraging peer-to-peer support learning for the students. (b) Regular assessments could be done with even more vigour to gauge student understanding and adjustment to teaching methods at regular intervals in the learning process. (c) Methods such as peer evaluation and self-evaluation could be introduced to provide students with more opportunities for self-reflection. (d) Regular feedback could be taken from students and be used positively to adapt teaching methods according to their needs. (e) Interdisciplinary research collaborations should be given further impetus.	workshops to keep themselves well-informed. Efforts have been made to update the curriculum regularly, ensuring alignment with new ideas and skills Peer-to-peer support learning, regular assessments, and methods like peer and self-evaluation have been encouraged to enhance student learning and reflection. Initiatives have been taken to encourage interdisciplinary research collaborations and gather regular feedback from students for adaptive teaching methods.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
Enhance support for placements and higher education progression.	Efforts are being made to enhance support for placements and higher education progression.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) The curriculum could improve in terms of	Initiatives such as increased interaction through PTM, field trips, language offerings, and experiential learning have been implemented to address
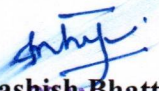
contemporary practical knowledge for students.	parent suggestions.
(d) Offer study of variegated foreign languages at the University.	
(e) Teaching-learning can be made more experiential and interactive.	

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students. (d) Foster innovativeness, critical thinking and creativity. (e) Train on creativity in response to workplace problems and challenges. (f) Foster self-directed and lifelong learning.	The curriculum is being adapted to foster entrepreneurship, bridge the industry-academia gap, enhance communication skills, and promote critical thinking, creativity, and lifelong learning.

Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
Align the curriculum to the requirements and recommendations of the NEP 2020.	Efforts are being made to align the curriculum with the requirements and recommendations of the National Education Policy of 2020. Multiple entry and exit option with the focus of curriculum on multidisciplinary and holistic approach will be on offer in various programmes of SOHS.

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ACTION TAKEN REPORT BY SCHOOL OF EDUCATION (SOED) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT-enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of appropriate difficulty level and supports students for higher learning. (c) Regarding the overall quality of courses and programmes, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	Emphasis has been placed on enhancing the student experience through improved communication skills of teachers, integration of real-life experiences into courses, and increased use of ICT-enabled tools. Efforts have been made to ensure that course structures support higher learning and that courses below a certain quality threshold are identified and improved.

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Feedback from the Teachers
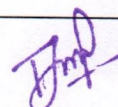
Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) Curriculum should continuously evolve to focus on emerging policy practices and their implementation taking into present needs and future perspectives. (b) Aligning the Curriculum Design and developing it as per requirements of the NEP 2020. Mapping with Sustainable Development Goals (SDGs). **Teaching-Learning Evaluation and Research** (a) Development of Resource Centres to aid the teaching-learning process. (b) Evaluation based on projects and class engagement. (c) Diversify the means of evaluation that provides flexibility to students to demonstrate their knowledge and skills through projects, portfolios, written work, poster presentations, multimedia content etc. (d) Specific research timing needs to be allocated to work with students. (e) Our University is resourceful in publishing a quality journal online and offline in a multidisciplinary approach so that our faculty members as well as other collaborative institutions can contribute a lot in the field of research and innovation.	Curriculum development initiatives have focused on evolving to address emerging policy practices, aligning with NEP 2020, and mapping with Sustainable Development Goals (SDGs). Aspects of Artificial Intelligence (AI) and ESG have also been incorporated in the curriculum. Teaching, learning, and evaluation methods have been diversified to include project-based evaluation, resource center development, and increased research opportunities for both students and faculty. Student research projects are published that add value to their academic credential and help them in securing better placements.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
Enhance support for placements and higher education progression.	Measures have been taken to enhance support for placements and higher education progression. Free coaching classes for CTET are given by faculty to students. Mentoring enables the students to discuss their career and academic plans with the Dean and the mentor.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students.	PTM is organized once every semester. Besides the school organized several field trips and educational visits for the students.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students. (d) Foster innovativeness, critical thinking and creativity. (e) Train on creativity in response to workplace problems and challenges. (f) Foster self-directed and lifelong learning. (g) Enhance skills to work in teams. (h) Train in using technology and updating technical knowledge and skills. Enhance digital literacy and proficiency in working with data. (i) Develop among the students the skills and ability to contribute to the goal of the organization. (j) Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership. (k) New programmes/specialized courses should be introduced/added to existing academic programmes at the University, for eg: • Sustainable Practices. • Digital Marketing. • Entrepreneurship. • Communication. • IoT design. • Logistics and Supply Chain Management. • NEP 2020 aligned research-based undergraduate programmes. • Leadership • Creativity and Innovation	The curriculum has been adapted to foster entrepreneurship, bridge the industry-academia gap, enhance communication skills, promote critical thinking, creativity, self-directed learning, teamwork, digital literacy, and other essential attributes. Additionally, new programs and courses have been introduced to align with industry demands. SOED has provided students with various Open Electives and Value Added Courses sourced from the university-wide selection, covering topics such as communication, IoT, leadership, emotional intelligence, sustainable development, innovation, creativity, and more.

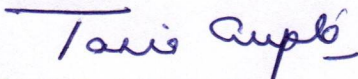**Feedback from the Academic Experts/Industry Experts**

Suggestions/Recommendations	Action Taken by the School
Align curriculum to NEP 2020 and offer new programmes.	The school shall apply for ITEP once NCTE invites applications from multidisciplinary institutions.

Prof. (Dr.) Tania Gupta
Dean SOED

ACTION TAKEN REPORT BY THE SCHOOL OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY (SOHMCT) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT-enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	The School has prioritized faculty training programs to ensure teachers demonstrate effective communication skills, come prepared for classes, and utilize student-centric and innovative teaching methods. Integration of real-life experiences into the curriculum has been emphasized, along with the increased use of ICT-enabled tools and online resources for effective teaching and learning. Measures have been taken to ensure timely completion of the entire syllabus. The School has initiated a thorough review process for courses with average scores below 4.0 to identify areas of improvement and implement corrective actions.

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Feedback from the Teachers

Suggestions/Recommendations	Action Taken by the School
Curriculum Design and Development (a) The curriculum must prepare students for undertaking competitive examinations. (b) MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses. (c) The curriculum must enhance providing experiences that cater to the needs of diverse learners. **Teaching-Learning Evaluation and Research** (a) Implementation of NEP 2020.	Emphasis has been placed on enhancing experiences catering to the needs of diverse learners within the curriculum. MOOCS have been incorporated in the curriculum. Courses in BHMCT programme have been redesigned and revised to align with industry focus and prepare students for competitive examinations. Implementation of the National Education Policy (NEP) 2020 in a phased manner in SOHMCT has been prioritized to align teaching, learning, and evaluation practices with the policy framework.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
Enhance support for placements and higher education progression.	The School has enhanced support for placements and facilitated pathways for higher education progression among alumni.

Feedback from the Parents

Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students. (c) Teaching-learning can be made more experiential and interactive.	Increased interaction between teachers, parents, and students has been facilitated through regular meetings. More field trips, educational visits, industrial tours, and seminars have been organized to provide students with diverse learning experiences.

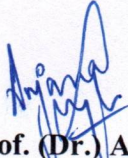|	Teaching-learning methods have been made more experiential and interactive to foster skill development in students.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School

(a) Curriculum should foster entrepreneurship.
(b) Curriculum should bridge the gap between the industry and academic institutions.
(c) Enhance the Communication Skills of Students.
(d) Foster innovativeness, critical thinking and creativity.
(e) Train on creativity in response to workplace problems and challenges.
(f) Foster self-directed and lifelong learning.
(g) Enhance skills to work in teams.
(h) Train in using technology and updating technical knowledge and skills. Enhance digital literacy and proficiency in working with data.
(i) Develop among the students the skills and ability to contribute to the goal of the organization.
(j) Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership.
(k) New programmes/specialized courses should be introduced/added to existing academic programmes at the University, for eg:
   • Sustainable Practices.
   • Digital Marketing.
   • Entrepreneurship.
   • Communication.
   • IoT design.
   • Logistics and Supply Chain Management.
   • NEP 2020 aligned research-based undergraduate programmes.
   • Leadership
   • Creativity and Innovation
	The curriculum has been redesigned to foster entrepreneurship and bridge the gap between industry and academia.
	
	Communication skills enhancement programs have been implemented, along with initiatives to foster innovativeness, critical thinking, and creativity among students.
	
	Training programs have been introduced to enhance attributes like cultural awareness, resilience, emotional intelligence, leadership, and teamwork skills.
	
	Specialized courses such as Sustainable Practices, Digital Marketing, Entrepreneurship, IoT Design, Logistics and Supply Chain Management, and NEP 2020 aligned research-based undergraduate programs have been introduced to meet industry demands, Pan University and students have the option to study them as elective courses and Value Added Courses.

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Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
No specific recommendations for changes in the curriculum were received.	The School remains receptive to further suggestions and recommendations from academic and industry experts and will continue to incorporate their insights into ongoing curriculum development and enhancement efforts.

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ACTION TAKEN REPORT BY THE SCHOOL OF AGRICULTURAL SCIENCES (SOAS) FOR THE ACADEMIC YEAR 2022-23

Feedback from the Students

Suggestions/Recommendations	Action Taken by the School
(a) For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT-enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. (b) Regarding the overall quality of courses and programmes, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.	The school has placed a high priority on faculty training initiatives aimed at ensuring that instructors exhibit proficient communication abilities, arrive adequately prepared for their classes, and employ teaching methodologies that prioritize student engagement and innovation. There has been a concerted effort to integrate real-world experiences into the curriculum, alongside an expanded utilization of ICT tools and online resources to enhance the efficacy of teaching and learning. Steps have also been taken to guarantee the punctual coverage of the entire syllabus. Furthermore, the school has commenced a comprehensive review process for courses that have received average scores below 4.0, with the objective of pinpointing areas requiring improvement and implementing appropriate corrective measures.

Feedback from the Teachers

Recommendations	Action By
Curriculum Design and Development (a) Time-to-time updating in course content as per contemporary needs. (b) The curriculum must enhance providing experiences that cater to the needs of diverse learners. (c) The curriculum must prepare students for undertaking competitive examinations. **Teaching-Learning Evaluation and Research** (a) At the University level there should be a panel of teachers who can consistently provide suggestions to enhance the quality in teaching-learning, research and evaluation.	The School has initiated regular reviews and updates of course content to ensure alignment with contemporary needs and industry standards. Efforts have been made to diversify learning experiences within the curriculum to cater to the needs of students from varied backgrounds and learning styles. Curriculum revisions have been made to better prepare students for competitive examinations, integrating relevant content and exam-oriented strategies. The School has suggested that a university-level panel should be constituted comprising experienced teachers to consistently provide suggestions for enhancing the quality of teaching, learning, research, and evaluation processes.

Feedback from the Alumni

Suggestions/Recommendations	Action Taken by the School
Enhance support for placements and higher education progression.	Noted for implementation.

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Feedback from the Parents

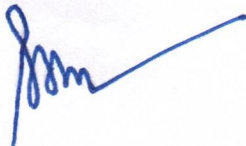| Suggestions/Recommendations	Action Taken by the School
(a) More interaction between teachers, parents and students is required. (b) Organize more field trips, educational visits, industrial tours and seminars for students.	Regular parent-teacher meetings are organized. SOAS organized field trips, educational visits, industrial tours, and seminars to provide students with diverse learning experiences beyond the classroom.

Feedback from the Employers

Suggestions/Recommendations	Action Taken by the School
(a) Curriculum should foster entrepreneurship. (b) Curriculum should bridge the gap between the industry and academic institutions. (c) Enhance the Communication Skills of Students.	Workshops, seminars, and guest lectures by successful entrepreneurs are regularly organized to inspire and guide students in their entrepreneurial endeavours, in association with KEIC. The curriculum has been updated to include practical and hands-on experiences such as internships, projects and filed work. The School has implemented various initiatives to enhance the communication skills of students. This includes dedicated communication skills workshops and training programmes carried out by University Placement and Training Cell.

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Feedback from the Academic Experts/Industry Experts

Suggestions/Recommendations	Action Taken by the School
No changes or revisions were suggested.	No action is required.

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K.R. MANGALAM UNIVERSITY

RECOMMENDATIONS FOR ACTION TO BE TAKEN ON FEEDBACK FROM VARIOUS STAKEHOLDERS

ACADEMIC SESSION 2022-23

Feedback Committee

Internal Quality Assurance Cell (IQAC)

Chairperson
Feedback Committee
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REPORT ON RECOMMENDATIONS FOR ACTION TO BE TAKEN ON FEEDBACK FROM VARIOUS STAKEHOLDERS

ACADEMIC SESSION 2022-23

Introduction

The University collects feedback on curriculum aspects and courses from different stakeholders such as students, alumni and faculty. Once the feedback was collected and analysed the valuable suggestions given by all were considered.

The recommendations for action to be taken on feedback from various stakeholders is summarized below:

(a) Feedback from the Students

School	Recommendations	Action By
School of Legal Studies (SOLS)	1. Latest bills and policies should be discussed in Courses taught on Labour Law, Industrial Law and Corporate Law. 2. Course on Drafting, Pleading & Conveyancing may be taught in Semester VII and not Semester IX and be divided into two parts and taught continuously so as to adequately cover theoretical as well as practical aspects. 3. In the Course on Professional Ethics, Accountancy for Lawyers and Bench-Bar Relations, more practical examples should be given by the teacher. 4. Court experience and regular internship must be ensured.	Dean SOLS, Faculty SOLS
School of Engineering & Technology (SOET)	1. Latest development in Python and Data Science, new packages and source code modifications and developments should be incorporated into the BCA curriculum. 2. Teacher must teach some attacks on operating system and some defence strategies against those attacks in the Course on Operating	Dean SOET, Faculty SOET

	Systems in the B.Sc (H) Computer Science programme. 3. Course on Machine Learning may be introduced in the initial semesters instead it being taught in the final year in the B.Tech (CSE) programme. 4. While teaching Applied Mathematics to students, teaching should be connected to daily life. Weak students may be paired with strong students to help former students learn faster from their peers in the B.Tech (CSE) programme. 5. Course content of Communication and Analytical Skills-I should be modified to the syllabus related to aptitude tests in placement interviews in the MCA curriculum. 6. Practical learning is required in Courses like Python Programming, Data Structures and Algorithms, Database Management Systems, Data Mining in the MCA curriculum.	
School of Medical & Allied Sciences (SMAS)	1. More reading material and notes should be provided for Medicinal Chemistry-II in the B.Pharm programme. 2. More practicals are required and experiments should be conducted by the teacher in practical courses- Industrial Pharmacy I & Pharmacognosy and Phytochemistry II in the B.Pharm programme.	Dean SMAS, Faculty SMAS
School of Journalism & Mass Communication (SJMC)	1. More focus on developing communication skills in the curriculum. 2. Incorporate more case studies in the curriculum.	Dean SJMC, Faculty SJMC
All Schools	1. For enhancing the student experience in Teaching, Learning and Evaluation it must be ensured that teachers demonstrate good communication skills, come well-prepared for the class and use student-centric and innovative methods. They must enhance the integration of the course with real-life experiences. ICT- enabled tools including online resources for effective teaching and learning processes should be used more often. It is important to ensure that the entire syllabus is completed on time. 2. Course Structure, Design and Review should ensure that the content is organized to enable students to learn the underlying concepts, is of	Deans of All Schools, Faculty of All Schools

		appropriate difficulty level and supports students for higher learning.
		3. Regarding the overall quality of courses, it is recommended to explore the courses that have secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.
		4. Regarding the overall quality of the programme, it is recommended to explore the programme that has secured an average score below 4.0 in terms of the expectations of students. The reasons should be found out, corrective actions taken and improvements ensured for the future.

(b) Feedback from the Teachers

School/Unit	Recommendations	Action By
All Schools	**1. Curriculum Design and Development** (a) The curriculum must enhance providing experiences that cater to the needs of diverse learners. (b) The curriculum must prepare students for undertaking competitive examinations. (c) MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses.	School Deans, Dean Academics
	2. Teaching-Learning Evaluation and Research (a) Need to upgrade reference material and learning resources in the University Central Library, (b) Optimal utilization of the library by Faculty/Research Scholars/Students must be ensured.	University Librarian
	3. Student Support and Progression (a) The training and placement activities for students should be conducted regularly for employment and /or progression to higher studies.	Director Placements
	4. Governance (a) Adequate opportunities and welfare measures for staff.	Registrar, HR
SOET	1. Curriculum Design and Development (a) More industry-based projects should be introduced in the curriculum. (b) Introduce more skill development courses. (c) More emphasis on hands-on learning and practical work. (d) Offer short-term training courses that will help students in placements.	Dean SOET

	(e) Curriculum should have more focus on solving real industry-aligned problems.	
	(f) More field visits and industrial exposure should be incorporated into the curriculum.	
	(g) IIT model of curriculum design and development maybe referred for designing programmes.	
	(h) Advanced technology could be periodically incorporated in all courses offered.	
	(i) Just like major projects in final year, there should be mini project in each year to implement practical knowledge.	
	2. Teaching-Learning Evaluation and Research	
	(a) Project-based evaluation for core subjects can be included.	
	(b) Teachers should remain updated with real-world technologies in order to deliver better-quality content.	
	(c) More flexibility for teachers for teaching and research.	
	(d) Provide access to high-quality journals.	
	(e) In-house research facilities are required to be updated on a regular basis to increase research outputs.	
	3. Infrastructure	
	(a) Sports facilities need to be further developed.	
	(b) Auditorium to be constructed.	
	(c) Open-Air Theatre could be constructed.	Registrar
	(d) Separate staff washrooms on each floor.	
	(e) More plantations on campus to enhance green cover.	
	4. Student Support and Progression	
	(a) Students should be provided with more monetary support to participate in inter-university events/competitions.	Dean Student Welfare
	(b) More focus should be given to placements.	Director
	(c) Organize more industrial trips for students.	Placements
	(d) Training sessions must be conducted on a regular basis to make students job ready by CDC.	and Training
	(e) One certification programme completion must be made mandatory for every student before graduating from the campus.	
	5. Governance	
	(a) Organizing open house meetings between faculty and Management for overall improvement.	Registrar
	(b) Time-to-time follow-up improvement of areas that need improvement must be done periodically.	
	(c) IQAC can be more proactive in providing solutions to quality concerns.	IQAC

Chairperson
Feedback Committee
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Meena
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School of Basic & Applied Sciences (SBAS)	**1. Curriculum Design and Development** (a) Enhance the number of industry expert surveys to revise and re-design the curriculum. (b) Frequent changes in the curriculum should not be done. (c) Curriculum should focus on preparing students for competitive examinations. (d) Curriculum should be more focused on the latest technologies in sync with Industry standards. (e) Give more project work to students. (f) Focus on making the programmes interdisciplinary.		Dean SBAS
	2. Teaching, Learning, Evaluation and Research (a) Enhance research facilities are not present for carrying out experimental work.		Dean Research
	3. Infrastructure (a) Separate faculty washrooms on each floor. (b) Labs need to be updated at regular intervals of time. (c) Creche facility should be there in the university for the staff wards. (d) Installing a vending machine for the staff to have tea, coffee, soup etc. in each block will be appreciated.		Registrar
	4. Student Support and Progression (a) Better placement opportunities for students. Conduct more sessions on mock interviews to enhance student confidence.		Director Placements
	5. Governance (a) Good appraisal system for better participation in governance.		HR
SOMC	**1. Curriculum Design and Development** (a) Curricular activities need more industry orientation for the students. (b) Judicious balance between theory and practice. (c) Curriculum designing should be done based on new skills required and trending jobs. (d) More Industry integrated curriculum. (e) Advanced technology courses can be offered to students.		Dean SOMC
	2. Teaching, Learning, Evaluation and Research (a) Availability of databases like WOS, EBSCO and ProQuest will help in enhancing research efforts. (b) Mid-term evaluation should be project-based.		Dean Research COE, Dean Academics
	3. Infrastructure (a) More smart panels should be installed in classrooms. (b) Periodic check of infrastructure in various blocks.		Registrar

		(c) There should be good ventilation in all the classrooms along with facilities like fans, lights, benches, chairs, backboards, etc. There should also be facilities such as laboratories, art and crafts workshops, multimedia room, school office, theatre, and many more. (d) Construction of a separate badminton court outside the hostel is required. (e) Adequate lighting in classrooms, especially in C-Block should be provided. (f) Separate reading room/section in the library for the faculty to study. **4. Student Support and Progression** (a) More career counselling sessions for students. (b) More focus on communication skills should be emphasized. (c) Mentoring session needs to emphasize academic matters. **5. Governance** (a) Open house for inter-departmental interaction.	Dean Student Welfare Registrar, HR
SMAS		**1. Curriculum Design and Development** (a) CBCS needs to be emphasized. (b) Regular alumni involvement in curriculum development would make the process contemporary and need-based. (c) More hands-on training and industrial exposure can be included in the curriculum. (d) Inclusion of SWAYAM MOOCs. **2. Teaching, Learning, Evaluation and Research** (a) Continuous evaluation for each course should be planned by the teachers according to the content rather than a one-size-fits-all. (b) E-content development to enhance the teaching-learning experience for the students. (c) Better research facilities and types of equipment. (d) Adequate resources and access to the plagiarism software to all final-year students to promote their quality of research. **3. Infrastructure** (a) Covered parking area. (b) Dining area exclusively for staff in the canteen. (c) Lab conditions need to be improved and better equipped. (d) Better lighting and ventilation in classrooms is required. **4. Student Support and Progression**	Dean SMAS Dean SMAS Dean Research Registrar Dean Student Welfare

		(a) Dedicated time slots for recreational/ sports activities pan university would be useful for team sports. (b) More placement drives should be organized. (c) Enhance dedicated counselling facilities for students. (d) Regular Parent Teacher Meetings should be organized. (e) Weekly classes of personality development for the overall development of our students.	Dean SMAS
		5. Governance (a) Regular communication/ meetings with the leadership team and faculty.	Registrar, HR
School of Architecture & Design (SOAD)		**1. Curriculum Design and Development** (a) Enough time and resources to be invested in curriculum implementation and correct execution. (b) Aligning the existing curriculum to NEP 2020.	Dean SOAD
		2. Teaching, Learning, Evaluation and Research (a) More quality time for research is important. (c) Faculties can be encouraged for consultancy work and organizing workshops, FDPs etc and be accordingly given incentives.	Dean Research
		(d) More training sessions and FDP should be organized for faculty to be better focussed on quality education.	Dean Academics
		3. Infrastructure (a) Faculties must be encouraged to participate in recreational and sports activities on campus. (b) Location of the water coolers should not be between girls' and boys' washrooms.	Registrar
		4. Student Support and Progression (a) Regular Parent Teacher Meetings should be organized.	Dean SOAD
		5. Governance (a) Changes and revisions cannot be brought so often into the system. This creates confusion and ambiguity at all levels.	Registrar
		(b) IQAC needs to be more active and provide formats as per the requirement for all documentation work.	IQAC
SOLS		**1. Curriculum Design and Development** (a) Need to introduce more interdisciplinary programs and courses like Society-Technology Interface. (b) Components in the curriculum to prepare the students for competitive examinations. (c) Enhance practical exposure through curricular activities.	Dean SOLS

		(d) Align to regulatory body standards and norms (as applicable). (e) Focus on research-based orientation of students to motivate them to participate in moot courts, client counselling, mock trials, youth parliament, MUN, etc.	
		2. Teaching, Learning, Evaluation and Research (a) Encourage students to take part in activities/practicals, a system can be evolved for granting grades or percentage of marks in internal assessments for the students who participate in such events. (b) Evaluation should also be focused on the participation of students in law-related programmes, so that, we can create a good team which can bring laurels in various competitions at national and international levels. (c) Problem-solving pedagogy should be used by teachers.	Dean SOLS
		3. Infrastructure (a) Sports and recreational activities on campus for faculty. (b) Provide faculties with drawers to keep their study materials. (c) Enhance Wi-Fi facilities on campus and especially in all classrooms. (d) Enhance infrastructural developments for differently-abled persons and provide women staff with facilities like a creche for their children. (e) Wire-free mics should be made available to take classes where the strength of students is more than 40.	Registrar
		4. Student Support and Progression (a) Regular Parent Teacher Meetings should be organized.	Dean SOLS
		5. Governance (a) Focus on faculty retention. (b) There should be an interactive monthly meeting with the leadership and management.	Registrar, HR
	SJMC	**1. Curriculum Design and Development** (a) Adding more practical enhancement activities in professional courses. **2. Teaching, Learning, Evaluation and Research** (a) Enhance research work.	Dean SJMC
	School of Humanities (SOHS)	**1. Curriculum Design and Development** (a) Curriculum for B.A (H) Psychology and M. A Psychology must be made more research-	Dean SOHS

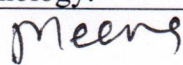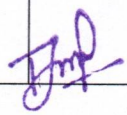|		
	oriented. There should be greater emphasis on academic writing. (b) The curriculum should be a living document and needs to be in consonance with new ideas and skills. (c) Pre-planning and Coherence amongst the planning bodies is to be enhanced more. (d) While the curriculum is regularly updated, more care could be given to retain some core values of the curriculum. (e) Contemporary ideas should be incorporated to a larger extent, helping students prepare to be global citizens. (f) Technology could be integrated to a larger extent into the curriculum to prepare learners for the ever-expanding digital world.	Dean SOHS
	2. Teaching, Learning, Evaluation and Research (a) Encouraging peer-to-peer support learning for the students. (b) Regular assessments could be done with even more vigour to gauge student understanding and adjustment to teaching methods at regular intervals in the learning process. (c) Methods such as peer evaluation and self-evaluation could be introduced to provide students with more opportunities for self-reflection. (d) Regular feedback could be taken from students and be used positively to adapt teaching methods according to their needs. (e) Interdisciplinary research collaborations should be given further impetus.	
	3. Infrastructure (a) More software for statistics. (b) Requirement of Language Lab. (c) Ensuring that the campus-wide Wi-Fi has a high-speed internet connection to support digital learning and research activities. (d) Providing more diverse and inclusive spaces, such as gender-neutral restrooms, to create a more welcoming and inclusive campus environment. Ensuring that infrastructure is accessible and user-friendly for people with disabilities, including wheelchair ramps, braille signage, and audio announcements.	Registrar
	4. Student Support and Progression (a) More internship and placement opportunities need to be generated for students studying Psychology.	

	(b) More involvement of Alumni. (c) Offer academic support services, such as tutoring, writing centers, and academic advising. (d) Establish peer mentorship programs to help students connect with other students and build supportive relationships.	Director Placements & Training Dean SOHS
	5. Governance (a) Leadership should have the operational freedom to focus more on strategic tasks in place of day-to-day operational activities. (b) The IQAC should enhance focus on quality outcomes for students. **(c)** Establish more effective communication channels to facilitate the exchange of information and ideas between different levels of governance.	Registrar IQAC HR
School of Education (SOED)	**1. Curriculum Design and Development** (a) Curriculum should continuously evolve to focus on emerging policy practices and their implementation taking into present needs and future perspectives. (b) Aligning the Curriculum Design and developing it as per requirements of the NEP 2020. Mapping with Sustainable Development Goals (SDGs).	Dean SOED
	2. Teaching-Learning Evaluation and Research (a) Development of Resource Centres to aid the teaching-learning process. (b) Evaluation based on projects and class engagement. (c) Diversify the means of evaluation that provides flexibility to students to demonstrate their knowledge and skills through projects, portfolios, written work, poster presentations, multimedia content etc. (d) Specific research timing needs to be allocated to work with students. (e) Our University is resourceful to publish a quality journal online and offline in a multidisciplinary approach so that our faculty members as well as other collaborative institutions can contribute a lot in the field of research and innovation.	Dean SOED
	3. Infrastructure (a) For student counselling, counselling rooms should be there in each block. (b) Few educational software for Divyang students can be procured on a need basis.	Registrar

	(c) Separate Girls and Boys Common Rooms should be constructed in each block.	
	4. **Student Support and Progression**	Dean Student Welfare, Dean SOED
	(a) Alumni association should be robust.	
	(b) Trained professionals must be appointed for performing arts, theatre, music, gymnastics, etc.	
	(c) Training for personality development and placements.	
	(d) Opportunities for higher education can also be provided through guided sessions.	
	(e) Focus on providing good Internships and Placements.	
	(f) Organize periodic counselling sessions for students.	
	5. **Governance**	Registrar, Dean SOED
	(a) Faculty must follow the proper channel to approach the leadership team.	
	(b) IQAC must organize recent trends and development programmes for faculty.	IQAC
School of Hotel Management & Catering Technology (SOHMCT)	**1. Curriculum Design and Development**	Dean SOHMCT
	(a) Design and revise the courses as per industry focus.	
	2. Teaching-Learning Evaluation and Research	Dean SOHMCT
	(a) Implementation of NEP 2020.	
	3. Infrastructure	Registrar
	(a) Location of the water coolers should not be between men's and women's washrooms.	
	4. Student Support and Progression	Director Placements
	(a) Training and Placement team need consistent focus.	
	(b) Timely redressal of student grievances.	Dean Student Welfare, GRC
	5. Governance	
	(a) Timely redressal of grievances.	GRC
	(b) Orientation sessions should be organized periodically for faculty to get acquainted with working on institutional software and database systems.	Registrar
School of Agricultural Sciences (SOAS)	**1. Curriculum Design and Development**	Dean SOAS
	(a) Time-to-time updating in course content as per contemporary needs.	
	2. Teaching-Learning Evaluation and Research	Dean Academics, COE, Dean Research
	(a) At the University level there should be a panel of teachers who can consistently provide suggestions to enhance the quality in teaching-learning, research and evaluation.	
	3. Student Support and Progression	Dean Student Welfare
	(a) Soft skill training and moral education needs to be given to students.	
	4. Governance	

	(a) More interactive session must be organized between all stakeholders for effective governance.	Registrar, HR

(c) Feedback from the Alumni

School/Unit	Recommendations	Action By
SMAS	1. Syllabus revision to incorporate the latest developments in the discipline for the B.Pharm programme. 2. Extra Classes for competitive exams should be organized for the B.Pharm students. 3. Employing more innovative teaching strategies in B.Pharm.	Dean SMAS
SOET	1. Syllabus revision to incorporate the latest developments in the discipline for the B.Sc. (H) Computer Science programme. 2. Students should be upskilled by the university in the latest technologies which are currently in demand in industries in B.Tech CSE and BCA programme. 3. Enhance practical exposure for students of BCA programme. 4. One specific day at the end of the week should be planned by the teachers for revision and quizzes for practicing topics discussed in class for all B.Tech programmes. 5. Regularly conduct workshops/seminars for students in their related fields, especially in engineering for all B.Tech programmes. 6. Using graphics and visual media programs related to the course as it arouses the interest and desire to learn in all programmes.	Dean SOET
SOAD	1. Offering a more diverse curriculum in B.Arch programme. 2. More vision towards the industry to practically relate all that theoretical knowledge with the present industry in B.Arch programme.	Dean SOAD
SOLS	1. Offering a more diverse curriculum in LLM programme. 2. Moot court competitions must be organized in every semester which will give practical exposure to the students pursuing LLB and 4-year Integrated LLB programmes.	Dean SOLS
SJMC	1. Enhance practical exposure for students of BA JMC programme.	Dean SJMC
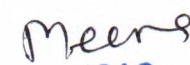
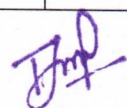| School/Unit	Recommendations	Action To be Taken By
	2. Contextual teaching can improve further in the programmes.	
SOMC	1. The curriculum of BBA programme should focus on Skill Development. 2. Students should do more practical work especially in BBA programme. 3. Providing better internship and placement opportunities and engaging students in participatory learning in B.Com (H).	Dean SOMC
SBAS	1. Provision and facilitation of smart classes in B.Sc. (H) Chemistry programme.	Dean SBAS
Schools, CDC	1. Enhance support for placements and higher education progression.	Director Placements, School Deans
Schools, Student Welfare, Registrar Office	1. Enhance scholarships to meritorious students and other deserving students.	Dean Student Welfare, Registrar

(d) Feedback from the Parents

School/Unit	Recommendations	Action To be Taken By
Schools	1. More interaction between teachers, parents and students is required. 2. Organize more field trips, educational visits, industrial tours and seminars for students. 3. Procure and update equipment and apparatus for better lab work. 4. The curriculum could improve in terms of contemporary practical knowledge for students. 5. Offer study of variegated foreign languages at the University. 6. Teaching-learning can be made more experiential and interactive.	School Deans, Faculty
Schools, KEIC, Academic Affairs	1. Course curriculum should develop entrepreneurship skills among students to initiate start-ups by the University Incubation Centre.	KEIC, School Deans, Dean Academic Affairs
Research & Development Cell, IT Support, Schools	1. Necessary software should be provided by the University for student learning and research work.	Dean Academic Affairs, Dean Research

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IQAC
K.R. Mangalam University,
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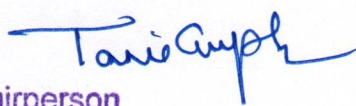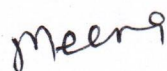| Schools, CDC	1. Enhance the career orientation and placement support provided by the University. 2. More tech-related companies should come for placement drives. 3. Better internship opportunities to be provided to students by the University/Departments. 4. Provision of Language Laboratory to enhance communication skills.	Director Placements, School Deans
Administrative Office, Registrar, Student Welfare	1. Improve the quality of food provided by the canteen. 2. The conditions of buses should be improved such as proper regulation of AC temperature. 3. Improve hygiene and sanitary facilities and security for students. 4. Installation of more lifts on campus. 5. Improvement in hostel facilities.	Administrative Officer, Dean Student Welfare, Registrar
HR, Schools	1. Hire more qualified and experienced faculty.	HR, School Deans
Student Welfare	1. Need to focus more on sports. 2. Counselling sessions are required for student well-being and wellness. 3. Increase engagement with other universities, in terms of competitions and workshops or seminars	Dean Student Welfare
Proctor, Discipline Committee, Student Welfare, Schools	1. Maintain firm discipline in the campus.	Proctor, Discipline Committee, Dean Student Welfare, School Deans

(e) Feedback from the Employers

School	Recommendations	Action To be Taken By
Schools, CDC	1. Curriculum should foster entrepreneurship. 2. Curriculum should bridge the gap between the industry and academic institutions. 3. Enhance the Communication Skills of Students. 4. Foster innovativeness, critical thinking and creativity. 5. Train on creativity in response to workplace problems and challenges. 6. Foster self-directed and lifelong learning. 7. Enhance skills to work in teams.	Director Placement and Training, School Deans

	8. Train in using technology and updating technical knowledge and skills. Enhance digital literacy and proficiency in working with data. 9. Develop among the students the skills and ability to contribute to the goal of the organization. 10. Train for enhancing attributes like Cultural Awareness and Diversity, Resilience, Cross-disciplinary knowledge Emotional Intelligence and Leadership.	

Academic Affairs, Schools	1. New programmes/specialized courses should be introduced/added to existing academic programmes at the University, for eg:
	   a) Sustainable Practices.
	   b) Digital Marketing.
	   c) Entrepreneurship.
	   d) Communication.
	   e) IoT design.
	   f) Logistics and Supply Chain Management.
	   g) NEP 2020 aligned research-based undergraduate programmes.
	   h) Leadership
	   i) Creativity and Innovation
		Dean Academics, School Deans

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