K.R. MANGALAM UNIVERSITY

TEACHER FEEDBACK
ANALYSIS REPORT

ACADEMIC SESSION 2022-23

Feedback Committee

Internal Quality Assurance Cell (IQAC)

Chairperson
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Gurugram, Haryana

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TEACHER FEEDBACK

Introduction

The Internal Quality Assurance Cell (IQAC) of K.R Mangalam University collected feedback from teachers for the purpose of continuous quality improvement in the academic and administrative system.

Analysis

The Feedback Committee collected responses from teachers of K.R Mangalam University during Academic Session 2022-23.

K. R. MANGALAM UNIVERSITY	Faculty Feedback Form

Enter Id and submit.   Submit

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The feedback was analysed in the following aspects:

Section I: Curriculum Design and Development

Section II: Teaching-Learning Evaluation and Research

Section III: Infrastructure

Section IV: Student Support and Progression
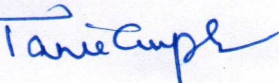
Section V: Governance

Section-wise analysis of the feedback received from the teachers is presented as under:

Section I: Curriculum Design and Development

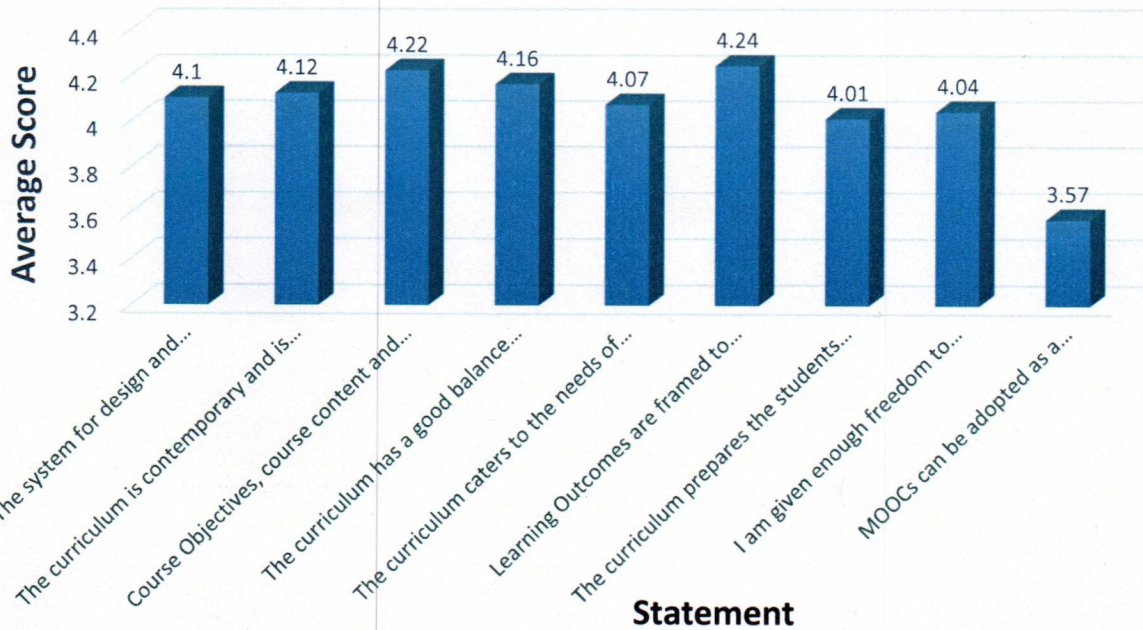| S. No	Statement	Average Score*
1	The system for design and development of the curriculum based on need and relevance analysis is effective.	4.10
2	The curriculum is contemporary and is periodically updated.	4.12
3	Course Objectives, course content and Instructional Activities align with the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).	4.22
4	The curriculum has a good balance between theory and application and provides experiential/hands-on learning.	4.16
5	The curriculum caters to the needs of diverse learners.	4.07
6	Learning Outcomes are framed to enhance employability/entrepreneurship and skill development.	4.24
7	The curriculum prepares the students for undertaking competitive examinations.	4.01
8	I am given enough freedom to contribute my ideas on curriculum design and development.	4.04
9	MOOCs can be adopted as a replacement for the development of new courses/revision of existing courses.	3.57

*On 5 point rating scale

Strongly Disagree-1
Disagree-2
Neutral-3
Agree-4
Strongly Agree-5

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Section I: Curriculum Design and Development

Bar chart of Average Score (y-axis, 3.2 to 4.4) versus Statement (x-axis):

Statement	Average Score
The system for design and…	4.1
The curriculum is contemporary and is…	4.12
Course Objectives, course content and…	4.22
The curriculum has a good balance…	4.16
The curriculum caters to the needs of…	4.07
Learning Outcomes are framed to…	4.24
The curriculum prepares the students…	4.01
I am given enough freedom to…	4.04
MOOCs can be adopted as a…	3.57

10	Suggestions for improvement in curriculum design and development.

> **School of Engineering and Technology (SOET)**
> a. Follow the norms of AICTE for Engineering programmes.
> b. More industry-based projects should be introduced in the curriculum.
> c. Frequent changes in the curriculum are not required and we should see the outcome of that designed course curriculum. Ideally, should be done only once in three years.
> d. Introduce more skill development courses.
> e. More emphasis on hands-on learning and practical work.
> f. Short-term training courses that will help students in placements.
> g. Curriculum should have more focus on solving real industry-aligned problems.
> h. More field visits and industrial exposure should be incorporated into the curriculum.
> i. IIT model of curriculum design and development maybe referred for designing our programmes.
> j. Advanced technology could be periodically incorporated in all courses offered.
> k. Just like major projects in final year, there should be mini project in each year to implement practical knowledge.

> **School of Basic and Applied Sciences (SBAS)**
> 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.

> **School of Management and Commerce (SOMC)**
  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.

> **School of Medical and Allied Sciences (SMAS)**
  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.

> **School of Architecture and Design (SOAD)**
  a. Enough time and resources to be invested in curriculum implementation and correct execution.
  b. Aligning the existing curriculum to NEP 2020.

> **School of Legal Studies (SOLS)**
  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.
  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.

> **School of Journalism and Mass Communication (SJMC)**
  a. Adding more practical enhancement activities in professional courses.

> **School of Humanities (SOHS)**
  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 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.

> **School of Education (SOED)**
  a. Curriculum should continuously evolve to focus on emerging policy practices and their implementation taking into present needs and future perspectives.

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b. Aligning the Curriculum Design and developing it as per requirements of the NEP 2020. Mapping with Sustainable Development Goals (SDGs).
> **School of Hotel Management & Catering Technology (SOHMCT)**
   a. Design and revise the courses as per industry focus.
> **School of Agricultural Sciences (SOAS)**
   a. Time-to-time updating in course content as per contemporary needs.

Section II: Teaching-Learning Evaluation and Research

S. No	Statement	Average Score*
11	Student-centred learning resources are available in the University.	4.14
12	The Teaching-Learning and Evaluation work is taking place as per schedule.	4.32
13	The teaching aids/ materials in the department are sufficient and up to date.	4.12
14	The teachers are supported with adequate learning resources.	4.06
15	The University Central Library is a major source of up-to-date reference material and is managed effectively.	3.91
16	The library is utilized optimally by the faculty/Research Scholars/Students.	3.84
17	The teachers are encouraged to carry out research and publish.	4.26
18	The teachers are encouraged to organize seminars/workshops/ symposia/conferences.	4.39
19	The teachers are encouraged to participate in seminars /workshops/ symposia/conferences.	4.36
20	The teachers are encouraged to undertake extension service programmes.	4.34
21	The teachers are encouraged to establish linkage and collaboration with other institutions for academic and research work.	4.41
22	The teachers are encouraged to take up consultancy services.	4.21
23	The merit of the teachers is recognized through incentives and awards by the University.	4.13
24	The evaluation and examination system followed by the University is effective.	4.03

*On 5 point rating scale

Strongly Disagree-1
Disagree-2
Neutral-3
Agree-4
Strongly Agree-5

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Section II: Teaching Learning Evaluation and Research

Bar chart. Y-axis: Average Score. X-axis: Statement.

Statement	Average Score
Student-centred...	4.14
The Teaching-Learning...	4.32
The teaching aids/...	4.12
The teachers are...	4.06
The University Central...	3.91
The library is utilized...	3.84
The teachers are...	4.26
The teachers are...	4.39
The teachers are...	4.36
The teachers are...	4.34
The teachers are...	4.41
The teachers are...	4.21
The merit of the...	4.13
The evaluation and...	4.03

25   Suggestions for Improvement in Teaching, Learning, Evaluation and Research.

➢ **School of Engineering and Technology (SOET)**
   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.

➢ **School of Basic and Applied Sciences (SBAS)**
   a. Enhance research facilities are not present for carrying out experimental work.

➢ **School of Management and Commerce (SOMC)**
   a. Availability of databases like WOS, EBSCO and ProQuest will help in enhancing research efforts.
   b. Mid-term evaluation should be project-based.

➢ **School of Medical and Allied Sciences (SMAS)**
   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.

➢ **School of Architecture and Design (SOAD)**
   a. More quality time for research is important.
   b. Faculties can be encouraged for consultancy work and organizing workshops, FDPs etc and be accordingly given incentives.

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c. More training sessions and FDP should be organized for faculty to be better focussed on quality education.

> **School of Legal Studies (SOLS)**
  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.

> **School of Journalism and Mass Communication (SJMC)**
  a. Enhance research work.

> **School of Humanities (SOHS)**
  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.

> **School of Education (SOED)**
  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.

> **School of Hotel Management & Catering Technology (SOHMCT)**
  a. Implementation of NEP 2020.

> **School of Agricultural Sciences (SOAS)**
  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.

Section III: Infrastructure

S. No	Statement	Average Score*

26	The classrooms and furniture available are adequate.	**4.33**
27	The buildings and furniture are well maintained.	**4.38**
28	The labs are adequately equipped (wherever applicable).	**4.04**
29	The infrastructure available in the School/Department is optimally used.	**4.26**
30	The toilets are sufficient for faculty and students.	**3.89**
31	Parking facilities are available adequately.	**4.12**
32	Safe drinking water and adequate water resources are available.	**4.26**
33	Sports and recreation infrastructure is adequate.	**4.17**

*On 5 point rating scale

Strongly Disagree-1
Disagree-2
Neutral-3
Agree-4
Strongly Agree-5
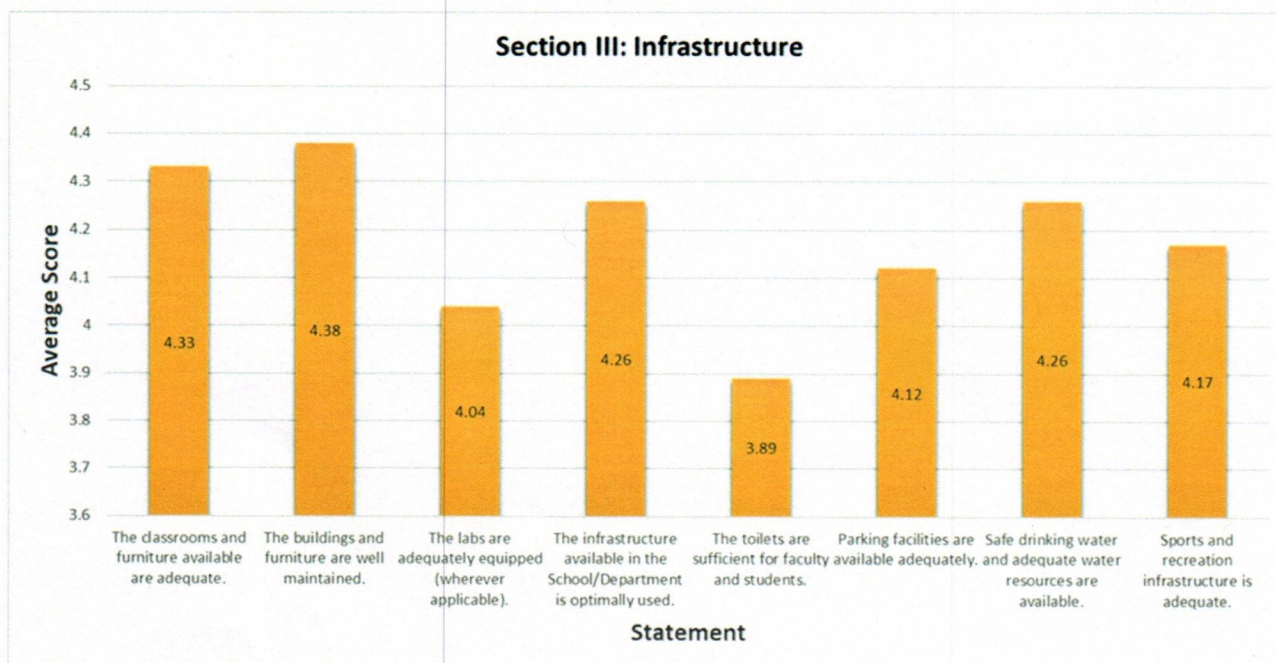
34   Suggestions for improvement in Infrastructure.

➤ **School of Engineering and Technology (SOET)**
   a. Sports facilities need to be further developed.
   b. Auditorium to be constructed.
   c. Open-Air Theatre could be constructed.
   d. Separate staff washrooms on each floor.
   e. More plantations on campus to enhance green cover.

School of Basic and Applied Sciences (SBAS)
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.

School of Management and Commerce (SOMC)
a. More smart panels should be installed in classrooms.
b. Periodic check of infrastructure in various blocks.
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.

School of Medical and Allied Sciences (SMAS)
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.

School of Architecture and Design (SOAD)
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.

School of Legal Studies (SOLS)
a. Time should be given to faculties for playing sports and doing some recreational activities on campus.
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 the 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.

School of Humanities (SOHS)
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.

School of Education (SOED)
a. For student counselling, counselling rooms should be there in each block.

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b. Few educational software for Divyang students can be procured on a need basis.

c. Separate Girls and Boys Common Rooms should be constructed in each block.

➢ **School of Hotel Management & Catering Technology (SOHMCT)**

a. Location of the water coolers should not be between men's and women's washrooms.

Section IV: Student Support and Progression

S. No	Statement	Average Score*
35	There is an effective mechanism for counselling and mentoring the students.	4.2
36	Facilitating mechanism for student welfare and redressal of grievances is ensured at the University.	4.17
37	Capacity and skill enhancement initiatives for students are regularly undertaken.	4.21
38	The training and placement activities for students are conducted regularly for employment and /or progression to higher studies.	3.96
39	The students are encouraged and provided opportunities to participate in sports and cultural activities organized by the University and by other Institutions/Organisations.	4.28

*On 5 point rating scale

Strongly Disagree-1
Disagree-2
Neutral-3
Agree-4
Strongly Agree-5

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Section IV: Student Support and Progression

Statement (x-axis), **Average Score** (y-axis)

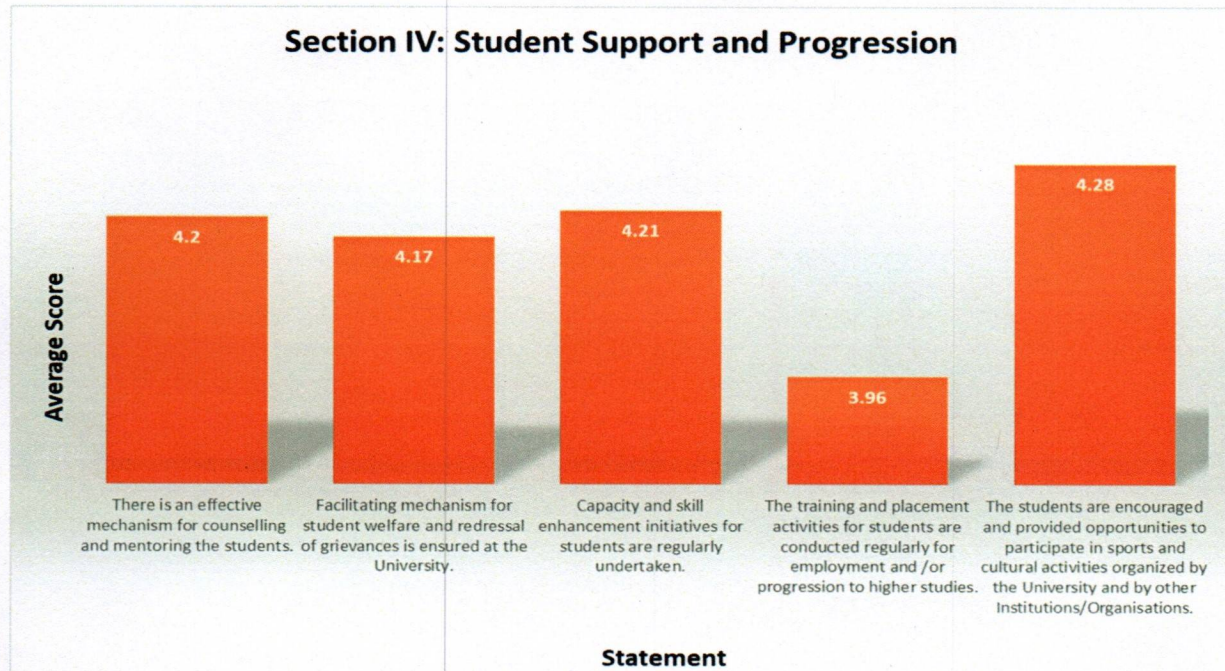| Statement	Average Score
There is an effective mechanism for counselling and mentoring the students.	4.2
Facilitating mechanism for student welfare and redressal of grievances is ensured at the University.	4.17
Capacity and skill enhancement initiatives for students are regularly undertaken.	4.21
The training and placement activities for students are conducted regularly for employment and /or progression to higher studies.	3.96
The students are encouraged and provided opportunities to participate in sports and cultural activities organized by the University and by other Institutions/Organisations.	4.28

40   **Suggestions for Improvement in Student Support and Progression.**

➢ **School of Engineering and Technology (SOET)**
a. Students should be provided with more monetary support to participate in inter-university events/competitions.
b. More focus should be given on placements.
c. Organize more industrial trips for students.
d. Training sessions must be conducted on a regular basis to make students job ready by CDC.
e. One certification programme completion must be made mandatory for every student before graduating from the campus.

➢ **School of Basic and Applied Sciences (SBAS)**
a. Better placement opportunities for students. Conduct more sessions on mock interviews to enhance student confidence.

➢ **School of Management and Commerce (SOMC)**
a. More career counselling sessions for students.
b. More focus on communication skills should be emphasized.
c. Mentoring session needs to emphasize academic matters.

➢ **School of Medical and Allied Sciences (SMAS)**
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.

➢ **School of Architecture and Design (SOAD)**

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a. Regular Parent Teacher Meetings should be organized.

➤ **School of Legal Studies (SOLS)**
   a. Regular Parent Teacher Meetings should be organized.

➤ **School of Humanities (SOHS)**
   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.

➤ **School of Education (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 periodically counselling sessions for students.

➤ **School of Hotel Management & Catering Technology (SOHMCT)**
   a. Training and Placement team need consistent focus.
   b. Timely redressal of student grievances.

➤ **School of Agricultural Sciences (SOAS)**
   a. Soft skill training and moral education need to be given to students.

Section V: Governance

S. No	Statement	Average Score*
40	The University Leadership and Management is accessible.	4.35
41	The academic and administrative governance of the university is effective.	4.12
42	The University Leadership provides teachers with the freedom to express their opinions and contribute through participatory management.	4.19
43	The University is providing adequate opportunities and welfare measures for staff.	3.97
44	The IQAC is contributing significantly to ensure quality initiatives and processes are institutionalized periodically.	4

*On 5 point rating scale

Strongly Disagree-1
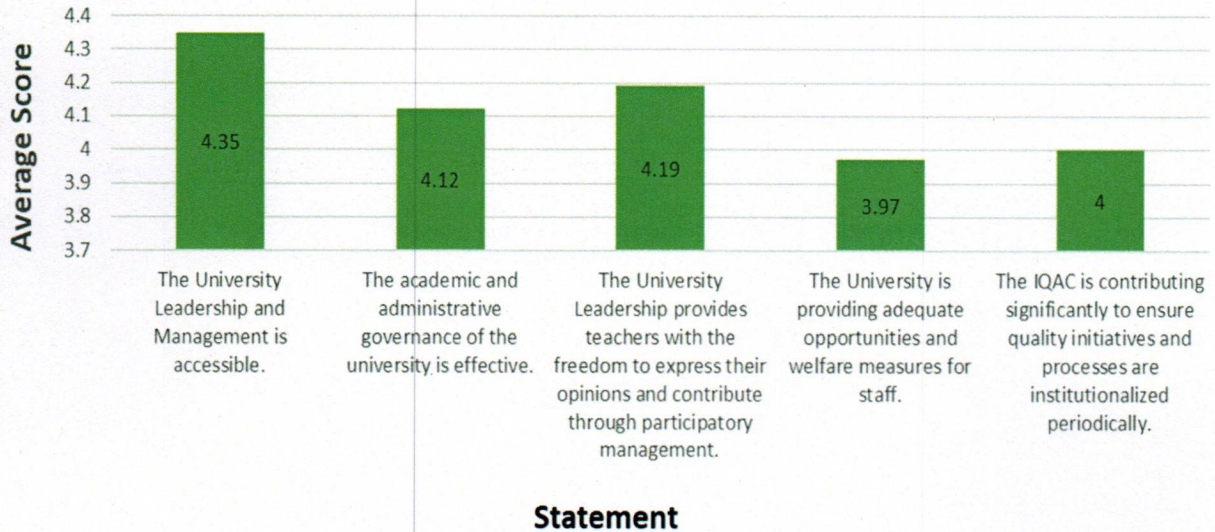Disagree-2
Neutral-3
Agree-4
Strongly Agree-5

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Section V: Governance

Average Score (y-axis, ranging 3.7 to 4.4)

Bar values:
- The University Leadership and Management is accessible. — 4.35
- The academic and administrative governance of the university is effective. — 4.12
- The University Leadership provides teachers with the freedom to express their opinions and contribute through participatory management. — 4.19
- The University is providing adequate opportunities and welfare measures for staff. — 3.97
- The IQAC is contributing significantly to ensure quality initiatives and processes are institutionalized periodically. — 4

Statement (x-axis)

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34 **Suggestions for improvement in Governance.**

➢ **School of Engineering and Technology (SOET)**
a. Seeking opinions and suggestions from all democratically by organizing open house meetings for overall improvement.
b. Time-to-time follow-up improvement of areas that need improvement must be done periodically.
c. Enhance staff welfare measures.
d. IQAC should be more proactive in providing solutions rather than only highlighting the errors.

➢ **School of Basic and Applied Sciences (SBAS)**
a. Fair increment and promotion scheme should be implemented.
b. Good appraisal system will provide better participation in the governance from everyone.

➢ **School of Management and Commerce (SOMC)**
a. Open house for inter-departmental interaction.

➢ **School of Medical and Allied Sciences (SMAS)**
a. Regular communication/ meetings with the leadership team and faculty.

➢ **School of Architecture and Design (SOAD)**
a. Improvement needs to be decided and implemented in a streamlined manner. Changes and revisions cannot be brought so often into the system. This creates confusion and ambiguity at all levels.

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b. The instructions from the IQAC may be crisper and clearer. IQAC needs to be more active and provide formats as per the requirement for all documentation work.

➢ **School of Legal Studies (SOLS)**

a. Focus on faculty retention.

b. There should be an interactive monthly meeting with the leadership and management.

➢ **School of Humanities (SOHS)**

a. Leadership should have the operational freedom to focus more on strategic tasks in place of day-to-day operational activities.

b. The IQAC focuses more on events that barely leave any mark on students. We need to lessen the burden of teachers rather than increase it by increasing unnecessary and wasteful paperwork.

c. Establish more effective communication channels to facilitate the exchange of information and ideas between different levels of governance.

➢ **School of Education (SOED)**

a. Faculty must follow the proper channel to approach the leadership team.

b. IQAC must organize recent trends and development programmes for faculty.

➢ **School of Hotel Management & Catering Technology (SOHMCT)**

a. Timely redressal of grievances.

b. Orientation sessions should be organized periodically for faculty to get acquainted with working on institutional software and database systems.

➢ **School of Agricultural Sciences (SOAS)**

a. More interactive session must be organized between all stakeholders for effective governance.

WORD CLOUD

This is a word cloud of all qualitative suggestions received from faculty.

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