



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION


**CONSOLIDATED ACTION TAKEN REPORT
ON CURRICULUM FEEDBACK OBTAINED
FROM VARIOUS STAKEHOLDERS**


ACADEMIC YEAR

2021-22

FEEDBACK COMMITTEE

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**ACTION TAKEN REPORT ON CURRICULUM FEEDBACK
ANALYSIS OBTAINED FROM VARIOUS STAKEHOLDERS**

ACADEMIC YEAR 2021-22

Introduction

In the ever-evolving landscape of education, the development and refinement of curriculum play a pivotal role in shaping the learning experiences of students. However, crafting a curriculum that meets the diverse needs of stakeholders is a complex endeavour. Stakeholders, including students, teachers, alumni, parents, employers, and academic peers each bring valuable perspectives and expectations to the table. Collating and synthesizing their feedback are crucial for creating a curriculum that is comprehensive, relevant, and effective.

The Feedback Committee under the aegis of the Internal Quality Assurance Cell (IQAC), K.R. Mangalam University conducted a feedback survey during the academic year 2021-22. Stakeholders in their feedback have emphasized the importance of a curriculum that is relevant to the current societal and professional landscape. They advocate for the integration of practical skills, interdisciplinary learning, and real-world application to better prepare students for success in their future endeavours.

The school-wise action taken report on feedback analysis on curriculum for the academic year 2021-22 was received by the IQAC and it has been consolidated and summarized in the following pages. Action Taken Reports (ATRs) submitted by various schools of study provide valuable insights into the measures taken in response to feedback and recommendations from stakeholders. These reports serve as documentation of the proactive steps taken by K.R. Mangalam University to enhance the curriculum, pedagogy, and overall learning environment.

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Summary of Action Taken Reports

(a) SCHOOL OF LEGAL STUDIES (SOLS)

❖ Students:

Feedback: Students requested more practical training sessions, interesting teaching methods, communication skills classes, provision of study material, and the use of ICT in classrooms.

Action Taken: The school organized guest lectures, workshops, mooting exposure, and competitions. Communication skills classes were conducted, and teachers employed case study methods and project-based learning. Study materials were provided, and ICT use was facilitated with interactive panels in classrooms. Courses with lower ratings were revamped, and efforts were made to enhance overall program quality.

❖ Teachers:

Feedback: Teachers suggested implementing MOOC courses, bridging the gap between academia and industry, integrating life skills into the curriculum, offering skill-based internships, aligning with NEP-2020, and using LMS for assessments.

Action Taken: Relevant MOOC courses were identified, partnerships with industry were established, life skills components were integrated, NEP-2020 recommendations were reviewed, LMS was implemented for assessments, and interactive screen panels were installed.

❖ Alumni:

Feedback: Alumni recommended offering flexible course choices, conducting industrial visits, and providing expert lectures.

Action Taken: Flexible course choices were incorporated, industrial visits and expert lectures were organized, and court visits were facilitated for students.

❖ Employers:

Feedback: Employers suggested introducing new programs and specialized courses.

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Action Taken: While the curriculum is governed by BCI, flexibility was provided through electives and value-added courses. Guest speakers from the industry provided real-world insights.

❖ **Parents:**

Feedback: Parents requested preparation for competitive exams and more internship opportunities.

Action Taken: Coaching for competitive exams was provided, guest lectures by IAS officers were organized, and internship opportunities were increased.

❖ **Academic Experts:**

Feedback: Experts suggested enhancing practical skills like drafting and pledging.

Action Taken: Practical skills were enhanced through curriculum implementation.

(b) SCHOOL OF ENGINEERING & TECHNOLOGY (SOET)

❖ **Students:**

Feedback: Students requested comprehensive study materials, more practical training sessions, communication skills classes, and utilization of ICT in classrooms.

Action Taken: Faculty provided study materials via KRMU LMS Moodle, organized additional practical training sessions, conducted communication skills classes, and ensured smart classrooms and video conferencing facilities. Thorough reviews were conducted to enhance course and program quality.

❖ **Teachers:**

Feedback: Teachers suggested implementing MOOC courses, bridging the gap between industry and academia, introducing subjects on life skills, making the curriculum more skill-based, aligning with NEP-2020, and using LMS for assessments.

Action Taken: MOOC courses and curriculum restructuring noted for implementation. Subjects focusing on life skills were introduced, and skill-based components including internships were implemented. The use of LMS for assessments was implemented.

❖ **Alumni:**

Feedback: Alumni requested enhanced reading materials in the library and industrial visits/expert lectures.

Action Taken: Reading materials in the library were improved, and various field visits and expert lecture sessions were organized.

❖ **Employers:**

Feedback: Employers desired enhanced project work exposure for students.



Action Taken: All programs provide project work exposure through courses that involve minor and major projects/dissertations.

❖ **Parents:**

Feedback: Parents sought enhanced practical skill opportunities for students.

Action Taken: Internship opportunities were expanded to provide practical experience and skill enhancement for students.

❖ **Academic Experts:**

Feedback: Experts emphasized enhancing practical skills in the curriculum.

Action Taken: Project-based learning was integrated into the curriculum, allowing students to work on real-world engineering projects either individually or in teams.

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

❖ **Students:**

Feedback: Students requested more reading material in the library, study materials provided by teachers, practical training sessions, communication skills classes, and utilization of ICT in classrooms.

Action Taken: The library's reading materials were expanded and updated, teachers regularly upload e-content on the KRMU LMS. Practical training sessions were integrated into the academic schedule, communication skills classes were organized, and interactive panels were installed. Experiential learning and assessment enhancements were implemented to improve course and program quality.

❖ **Teachers:**

Feedback: Teachers suggested implementing MOOC courses, bridging the gap between industry and academia, and using LMS for assessments.

Action Taken: Discussions were held on MOOC implementation, industry feedback was incorporated into curriculum changes, and LMS was used for assessments.

❖ **Alumni:**

Feedback: Alumni recommended discussion-based, holistic, and activity-oriented teaching, industrial visits, and expert lectures.

Action Taken: Discussion-based teaching methods were encouraged, industrial visits and expert lectures were implemented.

❖ **Employers:**

Feedback: Employers desired enhanced project work exposure for students.



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Action Taken: Project work, field visits, and industrial projects were conducted.

❖ **Parents:**

Feedback: Parents sought engagement of students in extracurricular activities.

Action Taken: Numerous literary, cultural, and sports competitions and activities were conducted.

❖ **Academic Experts:**

Feedback: Experts emphasized enhancing problem-solving and critical thinking skills in the curriculum.

Action Taken: The curriculum focuses on problem-solving and critical thinking skills through subjects like Pharmaceutical Analysis, Biostatistics, and Research Methodology.

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

❖ **Students:**

Feedback: Students requested more reading material in the library, study material provided by teachers, communication skills classes, and utilization of ICT in teaching-learning.

Action Taken: Faculty uploads reading material and notes on the institutional learning management system. Workshops on communication skills and installation of interactive panels were organized. Periodic curriculum reviews and multiple assessment tools were implemented to ensure course and program quality.

❖ **Teachers:**

Feedback: Teachers suggested implementing MOOC courses, integrating life skills into the curriculum, bridging the gap between industry and academia, and using LMS for assessments.

Action Taken: MOOC courses were incorporated into the curriculum, discussions on life skills and ethical dilemmas were integrated, collaborative projects with industry partners were promoted, and periodic assessments through LMS were conducted.

❖ **Alumni:**

Feedback: Alumni recommended discussion-based, holistic, and activity-oriented teaching, along with industrial visits and expert lectures.

Action Taken: Multimedia resources, project work, studio exposure, industrial visits, expert lectures, webinars, and seminars were implemented to supplement conventional teaching methods.

❖ **Employers:**

Feedback: Employers desired enhanced project work exposure for students.



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Action Taken: Functional Exposure Training and Project work were integrated into the curriculum to provide students with practical exposure.

❖ **Parents:**

Feedback: Parents sought more internship opportunities for students.

Action Taken: All students were facilitated with internships in reputed media organizations to enhance their skills and performance.

❖ **Academic Experts:**

Feedback: Experts emphasized enhancing problem-solving and critical thinking skills in the curriculum.

Action Taken: The curriculum includes readings and assignments to develop critical thinking skills by analyzing media content, detecting biases, and evaluating sources.

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

❖ **Students:**

Feedback: Students requested more practical training sessions, communication skills classes, interesting teaching methods, provision of study materials, use of ICT in teaching, and ensured quality of courses and overall program.

Action Taken: Guest lectures, workshops, communication skills classes, case study methods, project-based learning, study materials centralized on KRMU LMS, interactive panels in classrooms, course reviews, curriculum updates, and effective technology integration were implemented to address student feedback.

❖ **Teachers:**

Feedback: Teachers suggested implementing MOOC courses, bridging the gap between industry and academia, introducing subjects related to life skills, ensuring skill-based curriculum, aligning with NEP-2020, using LMS for assessments, and developing smart classrooms.

Action Taken: Relevant MOOC courses identified, industry alliances formed for guest lectures and internships, life skills and human values integrated, skill-based curriculum and internships implemented, NEP-2020 recommendations reviewed, LMS assessments conducted, and interactive screen panels installed.

❖ **Alumni:**

Feedback: Alumni recommended flexible course choices, industrial visits, and expert lectures.

Action Taken: CBCS and LOCF followed, industrial visits, expert lectures, panel discussions, and workshops arranged for students.

❖ **Employers:**

Feedback: Employers desired new programs/specialized courses.

Action Taken: Noted for implementation in the forthcoming academic session.

❖ **Parents:**

Feedback: Parents sought preparation for competitive exams.

Action Taken: Coaching classes conducted for various competitive examinations.

❖ **Academic Experts:**

Feedback: Experts suggested exploring emerging areas and interdisciplinary connections in the curriculum.

Action Taken: Efforts made to develop courses focusing on emerging areas and interdisciplinary topics, offering electives for students to gain insights into specific environmental challenges or cross-cutting themes.

(f) SCHOOL OF EDUCATION (SOED)

❖ **Students:**

Feedback: Students requested more reading materials, practical training sessions, communication skills classes, utilization of ICT in classrooms, ensured course quality, and improved program quality.

Action Taken: Reading materials expanded in the library, e-content uploaded on KRMU LMS, practical and hands-on activities integrated into programs, communication skills classes organized, interactive panels installed, course deficiencies evaluated, and practical learning experiences incorporated into the curriculum.

❖ **Teachers:**

Feedback: Teachers suggested implementing MOOC courses, bridging the gap between industry and academia, and using LMS for assessments.

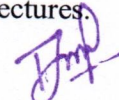
Action Taken: MOOC courses exploration initiated, curriculum enriched with internships and practicum experiences, periodic assessments conducted through LMS.

❖ **Alumni:**

Feedback: Alumni recommended flexible course choices, industrial visits, and expert lectures.


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Action Taken: Curriculum updated with elective courses, industrial visits and field trips organized for students.

❖ **Employers:**

Feedback: Employers desired enhanced project and practical work, focus on content enrichment.

Action Taken: Fieldwork reports and projects integrated into the curriculum, workshops conducted for skills development, CTET classes organized for competitive exam preparation.

❖ **Parents:**

Feedback: Parents sought a variety of co-curricular activities to boost student confidence.

Action Taken: Competitions and events in literary, cultural, and athletic activities are organized at the school and university-wide levels.

❖ **Academic Experts:**

Feedback: Experts emphasized enhancing problem-solving skills and critical thinking abilities.

Action Taken: Engaging students in group discussions, debates, and collaborative projects to foster problem-solving and critical-thinking skills.

(g) SCHOOL OF ARCHITECTURE & DESIGN (SOAD)

❖ **Students:**

Feedback: Students requested study materials, more training sessions, focus on communication skills, utilization of ICT in teaching, ensured course quality, bridging the gap between industry and academia, introduction of subjects related to life skills, skill-based curriculum, internship opportunities, curriculum alignment with NEP 2020, and periodic assessments through LMS.

Action Taken: Teachers prepare and upload handouts and presentations on LMS, enhanced fieldwork and hands-on learning, organized workshops for communication skills, installed interactive panels in classrooms, revisited course dimensions for improvement, restructured curriculum to bridge industry-academia gap, introduced subjects on life skills, provided practical exposure through field visits and internships, exploring curriculum revamp as per NEP 2020, and implemented periodic assessments through LMS.

❖ **Alumni:**

Feedback: Alumni recommended enhancing reading materials in the library, organizing industrial visits, and inviting expert lectures.

Action Taken: Improved reading materials in the library, organized field visits and industrial trips, invited eminent professionals for lecture sessions.

❖ **Employers:**

Feedback: Employers desired enhanced project work exposure for students.

Action Taken: Courses providing exposure to projects and dissertations integrated into all programs.

❖ **Parents:**

Feedback: Parents sought opportunities for students to gain practical skills.

Action Taken: Expanded internship opportunities for practical experience and skill enhancement.

❖ **Academic Experts:**

Feedback: Experts emphasized enhancing practical skills in the curriculum.

Action Taken: Integrated project-based learning into the curriculum for real-world projects.

(h) SCHOOL OF HUMANITIES (SOHS)

❖ **Students:**

Feedback: Students requested communication skills classes, provision of study material, increase in the number of books in the library, and utilization of ICT in teaching.

Action Taken: Communication skills classes organized by the Training and Placement Cell, provision of study material on institutional LMS, procurement of additional textbooks and reference books, introduction of interactive panels in classrooms, and emphasis on real-life examples and case studies in the curriculum.

❖ **Teachers:**

Feedback: Teachers suggested introducing subjects related to life skills, aligning curriculum with NEP-2020, and promoting effective student participation in research.

Action Taken: Introduction of value-added courses on life skills, exploration of new programs based on NEP-2020, embedding research projects into the curriculum, and mentoring students for research paper preparation and publication.

❖ **Alumni:**

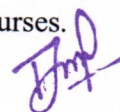
Feedback: Alumni recommended flexible course choices and discussion-based, holistic, and activity-oriented teaching.

Action Taken: Offering a pool of electives for flexible course selection, ensuring discussion-based learning, and organizing activities and collaborative projects to enhance learning experience.

❖ **Employers:**

Feedback: Employers desired the introduction of new programs or specialized courses.


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Action Taken: Exploration of possibilities to introduce new programs.

❖ **Parents:**

Feedback: Parents sought more internship opportunities for skill enhancement.

Action Taken: Guidance provided for summer internships, introduction of internship as a credit course in the curriculum of all programs from the academic year 2022-23.

❖ **Academic Experts:**

Feedback: Experts recommended exploring emerging areas and interdisciplinary connections in the curriculum.

Action Taken: Exploration of curriculum revision by adding content related to emerging areas such as digital humanities, environmental humanities, global studies, cultural studies, and interdisciplinary approaches to societal challenges.

(i) SCHOOL OF HOTEL MANAGEMENT & CATERING TECHNOLOGY (SOHMCT)

❖ **Students:**

Feedback: Students suggested the use of ICT in teaching-learning and improvement in the quality of courses and programs.

Action Taken: Integration of ICT tools into classroom teaching, comprehensive curriculum review, revisions to enhance quality and relevance of courses, incorporation of industry-relevant skills into the hospitality program.

❖ **Teachers:**

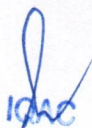
Feedback: Teachers recommended implementing MOOC courses, adopting a more practical approach supported by industry visits, and ensuring the curriculum is skill-based with internships and industrial training.

Action Taken: Encouragement for faculty to recommend relevant MOOCs, organization of industry visits, guest lectures, and practical training sessions, integration of skill-based courses and practical training components into the curriculum.

❖ **Parents:**

Feedback: Parents sought more internship opportunities for students to enhance their skills and performance.

Action Taken: Collaboration with a wider range of industry partners to provide students with more internship opportunities, aiming to enhance practical skills, performance, and employability prospects.

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❖ **Academic Experts:**

Feedback: Academic experts suggested incorporating fire safety-related courses or training into the curriculum.

Action Taken: Exploration of integrating fire safety-related courses or training modules into the curriculum to prepare students for handling emergencies and complying with safety regulations in the hospitality industry.

(j) SCHOOL OF AGRICULTURAL SCIENCES (SOAS)

❖ **Students:**

Feedback: Students emphasized improving the quality of courses and programs, utilizing ICT in teaching-learning, and expanding the library resources.

Action Taken: Thorough review of courses and programs, integration of ICT tools into classroom teaching, procurement of additional books and materials for the library, organization of communication skills classes to enhance students' verbal and written communication skills.

❖ **Teachers:**

Feedback: Teachers suggested aligning the curriculum with the recommendations of NEP-2020 and incorporating more practical approaches supported by industry visits.

Action Taken: Incorporation of NEP-2020 principles and objectives into the curriculum, organization of industry visits and practical activities supported by the placement cell's efforts, enhancing students' practical skills and employability prospects.

❖ **Parents:**

Feedback: Parents requested more internship opportunities for students to enhance their skills and performance.

Action Taken: Establishment of partnerships with a wider range of industry organizations to provide students with more internship opportunities, aiming to enhance students' practical skills and performance.

❖ **Academic Experts:**

Feedback: Academic experts recommended conducting industrial visits and expert lectures to provide students with insights into industry practices.



Action Taken: Regular organization of industrial visits and expert lectures to expose students to industry practices, trends, and challenges, enhancing their understanding and preparation for the professional world.

(k) SCHOOL OF MANAGEMENT & COMMERCE (SOMC)

❖ Students:

Feedback: Students requested more practical training sessions, communication skills classes, interesting teaching methods, provision of study material, and utilization of ICT in classrooms.

Action Taken: Introduction of additional practical training sessions, regular organization of communication skills classes, encouragement of innovative teaching methods, provision of comprehensive study material on the learning management system, development of smart classrooms for effective ICT use.

❖ Teachers:

Feedback: Teachers suggested incorporating programming languages, AI, data science, robotics, global syllabus suggestions, research participation, industry visits, alignment with competitive exams, and entrepreneurship elements into the curriculum.

Action Taken: Introduction of courses in programming languages, AI, data science, and robotics, incorporation of global syllabus suggestions, encouragement of student research participation, organization of industry visits and practical training sessions, adjustment of evaluation patterns, and incorporation of entrepreneurship elements.


❖ Alumni:

Feedback: Alumni recommended flexible course choices, practical teaching methods, and project-based learning.

Action Taken: Introduction of flexible course choices, encouragement of practical teaching methods, and promotion of project-based learning.

❖ Employers:

Feedback: Employers suggested introducing new specialized courses in programming languages, software, AI, data science, robotics, communication skills, life skills, and integrated programs.



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Action Taken: Introduction of new specialized courses to meet industry demands, including programming languages, software, AI, data science, robotics, communication skills, and life skills.

❖ **Parents:**

Feedback: Parents requested more internship opportunities for students.


Action Taken: Integration of summer training/internships as an integral component of the curriculum in all programs.

❖ **Academic Experts:**

Feedback: Academic experts recommended incorporating MOOC courses at UG/PG level and adding specialization UG courses.

Action Taken: Incorporation of MOOC courses in the curriculum and introduction of specialization UG courses in areas such as HR, finance, international business, marketing, travel and tourism, accounts and finance, investment management, banking and insurance, and taxation.


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ON CURRICULUM FEEDBACK OBTAINED
FROM VARIOUS STAKEHOLDERS**

**ACADEMIC YEAR
2021-22**

**FEEDBACK COMMITTEE
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**ACTION TAKEN REPORT BY THE SCHOOL OF LEGAL STUDIES
(SOLS) FOR THE ACADEMIC SESSION 2021-22**

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	More practical training sessions should be conducted.	Guest lectures and workshops are organized. Students are given mootng exposure and competitions.
	Organizing Communication Skills Classes.	Communication skills classes were organized during the academic session.
	Use of interesting teaching methods.	Teachers are employing the case study method, project-based learning. Internships and field projects is an integral component of the curriculum.
	Provision of study material by teachers.	Teachers prepare learning material in form of power point presentations, and handouts and post e-content on the Institutional LMS.
	Use of ICT in teaching-learning in classrooms. Smart classrooms and video conferencing facilities need to be developed.	Interactive panels have been installed in classrooms to facilitate use of ICT in the teaching-learning process.
	Quality of courses	Those courses that received student feedback with an average of rating 4 or 3 on a 5-point scale, have been examined and faculty have been communicated to revamp the curricular practices, pedagogical approach and assessments to enhance student satisfaction and learning.

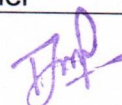
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	Overall quality of programme	All programmes offered at SOLS were rated above 4 on a 5-point scale by the students. Efforts have been made to relook on making the curriculum more engaging and experiential for the students so as to make the quality of the programmes even better.
Teachers	MOOC Courses should be implemented as part of the course structure.	Identified relevant MOOC courses in alignment with the existing course structure.
	The curriculum needs to be designed to bridge the gap between industry and academia.	Established partnerships with industry organizations for guest lectures, internships, and collaborative projects.
	More subjects related to life skills, viz; human values & universal principles might be introduced.	The curriculum has components of life skills and human values well integrated. Incorporated experiential learning activities on life skills.
	The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure of work culture and practical experience	Summer Internships and trainings are a part of the curriculum for all undergraduate programmes offered by SOLS.
	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	Conducted a comprehensive review of the existing curriculum vis-à-vis the recommendations outlined in NEP-2020.
	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	Implemented Learning Management System (LMS) for monitoring student activity and assessment.
	Smart classrooms and video conferencing facility need to be developed.	Interactive Screen Panels have been installed in identified classrooms of the School.
Alumni	Flexible choice of courses should be offered to students to study.	LOCF is followed in curriculum of all programmes offered at SOLS.
	Conduct Industrial visits and expert lectures.	During the session 2021-22, several industrial visits, expert talks, panel

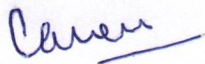


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		discussions and workshops were organized related to the curriculum for the students. Court visits were organized.
Employers	New programmes/specialized courses should be introduced/added to existing academic programmes at our University.	The curriculum offered is governed by the Bar Council of India (BCI). Besides courses offered, students have been given flexibility to learn through various electives, value added courses, ability enhancement courses. Besides, SOLS invited guest speakers from the industry to provide real-world insights and practical applications of the concepts covered in various courses.
Parents	Preparation for competitive exams and organize guest lecturers form IAS / IPS officers at University campus.	The School provides coaching for CLAT and other competitive examinations. Besides guest lectures by IAS were organized during the session.
	Provide more opportunities of internships for the concerned field to enhance skills and performance.	This was ensured during the academic session for all students of SOLS. Several reputed firms offered internships to our students under the mentorship of experienced advocates.
Academic Experts	Enhance practical skills for students in the curriculum especially like drafting and pledging.	This has been implemented in the curriculum.



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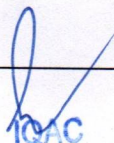
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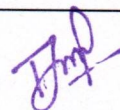
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ACTION TAKEN REPORT BY THE SCHOOL OF ENGINEERING AND TECHNOLOGY (SOET) FOR THE ACADEMIC YEAR 2021-22

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Study material for learning	Faculty provided comprehensive study materials to students in the form of handouts, presentations, self-learning material and video lectures developed in the University. These are provided on KRMU LMS Moodle.
	More practical training sessions should be conducted.	Organized additional practical training sessions in various subjects.
	Organizing Communication Skills Classes.	Communication Skills Classes to enhance students' soft skills were organized in all programmes offered at SOET.
	Utilization of Information and Communication Technology (ICT) for instructional purposes within classroom settings.	Smart classrooms and video conferencing facilities to enhance teaching-learning experiences has been ensured at SOET.
	Ensuring quality of courses	Conducted a thorough review of course quality, making necessary adjustments to enhance overall satisfaction.
	Improving the quality of the programmes	Conducted a thorough review of programme quality, making necessary modifications to augment overall satisfaction of the students.


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Teachers	MOOC Courses should be implemented as part of the course structure.	Noted for implementation from academic session 2022-23.
	The curriculum needs to be designed to bridge the gap between industry and academia.	The curriculum has been restructured to effectively bridge the gap between industry requirements and academic teachings.
	More subjects related to life skills, viz; human values & universal principles might be introduced.	Revised the curriculum to include subjects focusing on life skills and human values.
	The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure of work culture and practical experience	Implemented in academic session 2021-22.
	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	Noted for implementation from academic session 2022-23.
	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	Implemented the use of Learning Management System (LMS) for periodic assessments and student activity monitoring.
Alumni	Enhance reading material in the library	Improvement of reading materials within the library has been prioritized for all programmes offered at SOET.
	Conduct Industrial visits and expert lectures.	Several field visits, industrial trips were organized during the session by the school and students were encouraged to prepare field visit reports. Eminent professionals were invited for expert lecture sessions both online and onsite.
Employers	Enhance project work exposure to students.	All programmes of SOET have courses that provide the students exposure to work on minor and major projects/dissertations.
Parents	Enhancing opportunities for students to gain practical skills and nurture their competencies.	Expanded internship opportunities for students to gain practical experience and enhance their skills.
Academic Experts	Enhance practical skills for students in the curriculum.	Integrated project-based learning into the curriculum,

			where students work on real-world engineering projects either individually or in teams.
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This action taken report highlights the proactive measures taken by the School of Engineering and Technology (SOET) in response to the feedback and suggestions received from various stakeholders.



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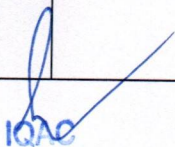
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ACTION TAKEN REPORT BY THE SCHOOL OF MEDICAL AND ALLIED SCIENCES (SMAS) FOR THE ACADEMIC YEAR 2021-22

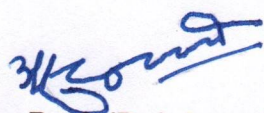
Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Need for reading material in library and study material for learning provided by teachers	SMAS has expanded and updated reading materials in the library to support student learning and research. Teachers regularly upload e-content developed for various courses on the KRMU LMS.
	More practical training sessions should be conducted.	All programmes offered at SMAS are practical and hand-on. Besides, lab work, students were engaged during the academic session in compounding medications, patient assessment, and therapeutic exercises. Besides, the school integrated practical training sessions into the academic schedule, ensuring regular opportunities for students to engage in hands-on learning activities.
	Communication Skills Classes for students should be organized.	Both pharmacists and physiotherapists need to effectively communicate with patients to understand their symptoms, explain treatment plans, and provide guidance on medication or exercises. In this context, the school organized regular communication skills


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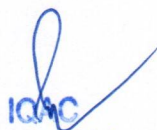
		enhancement classes for its students. Students also study communication skills as a course in their curriculum. Besides, presentations, group discussions and seminars provide an opportunity for students to hone their language skills.
	Utilization of Information and Communication Technology (ICT) for instructional purposes within classroom settings.	Interactive panels have been installed in SMAS for an enhanced teaching-learning environment.
	Ensuring quality of courses	Evaluation of deficiencies has been done and teachers have been encouraged to enhance experiential learning as well as assessments to improve overall quality of courses.
	Improving the quality of the programmes	SMAS has integrated practical, hands-on learning experiences, such as laboratory work, case studies, and research projects, to provide students with valuable skills and knowledge applicable to real-world scenarios. The School has established partnerships with healthcare facilities, pharmacies, and pharmaceutical companies to facilitate these experiential learning opportunities.
Teachers	MOOC Courses should be implemented as part of the course structure.	This has been discussed in the Board of Studies meeting. Students have been encouraged to enrol in MOOCs.
	The curriculum needs to be designed to bridge the gap between industry and academia.	Feedback is obtained from industry experts to make changes in the curriculum and make it more experiential for the students. The School has forged strategic partnerships with pharmaceutical companies,

		research institutions, regulatory agencies, and healthcare organizations to offer students access to internships and projects.
	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	This has been implemented in the academic session 2021-22.
Alumni	Teaching should be discussion-based, holistic and activity-oriented.	At SMAS, students are encouraged to come prepared to class by completing assigned readings, case studies, or problem sets beforehand. Faculty provide guiding questions to focus the discussion and stimulate critical thinking during class time.
	Conduct Industrial visits and expert lectures.	Implemented during academic session 2021-22.
Employers	Enhance project work exposure to students.	Project work, field visits, and industrial projects were conducted during the academic session.
Parents	Engage students in extracurricular activities	Numerous competitions and activities entailing literary, cultural and sports were conducted by SMAS and at Pan University level during the academic session.
Academic Experts	The curriculum should enhance problem-solving and critical thinking.	In the practiced curriculum subject like Pharmaceutical Analysis, Biostatistics and Research methodology etc. focus on the enhancement of problem-solving and critical thinking skills is ensured.



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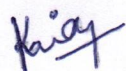
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ACTION TAKEN REPORT BY THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION (SJMC) FOR THE ACADEMIC YEAR 2021-22

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Need for reading material in library and study material for learning provided by teachers	Faculty prepare and upload reading material and notes for students on the institutional learning management system.
	Communication Skills Classes for students should be organized.	Several workshops focused on different aspects of communication, such as writing for different media platforms, interviewing techniques, public speaking, and multimedia storytelling were organized.
	Use of ICT in teaching-learning in classrooms and laboratories.	Interactive panels have been installed in the school. Practical learning is ensured in the state-of-art studios at SJMC.
	Ensuring the quality of courses	It is ensured to conduct periodic reviews of the curriculum to ensure that course content remains current, relevant, and aligned with industry standards and best practices.
	Improving the quality of the programmes	The School has established mechanisms for collecting feedback from students, alumni, faculty, and industry professionals to assess programme effectiveness and identify areas for

		improvement. Use multiple assessment tools to provide a comprehensive evaluation of student learning and ensure attainment of learning outcomes.
Teachers	MOOC Courses should be implemented as part of the course structure.	This has been duly incorporated into the curriculum.
	More subjects related to life skills, viz; human values & universal principles might be introduced.	It has been ensured to integrate discussions and assignments related to life skills, human values, and universal principles into existing journalism and mass communication courses. For example, teachers have incorporated ethical dilemmas and case studies into journalism ethics courses, or they discuss the role of media in promoting social justice and human rights in media studies courses.
	The curriculum needs to be designed to bridge the gap between industry and academia.	The school promotes collaborative projects, case studies, and real-world assignments that allow students to work directly with industry partners. MoU with businesses, media organizations, and communication agencies to provide students with opportunities to apply theoretical concepts in practical settings.
	The periodic assessment component can be carried out through LMS where student activity can be monitored.	On the KRMU LMS, students are periodically given assessments to ensure continuous learning.
Alumni	Teaching should be discussion-based, holistic and activity-oriented. Practical teaching and projects should be encouraged.	At SJMC we use multimedia resources such as videos, podcasts, infographics, and interactive simulations, project work, studio exposure to supplement conventional teaching methods.

	Conduct Industrial visits and expert lectures.	Implemented and several visits and expert lectures, webinars, and seminars were conducted.
Employers	Enhance project work exposure to students.	Functional Exposure Training and Project work are an integral curriculum component of programmes offered at SJMC.
Parents	Provide more opportunities of internships for the concerned field to enhance skills and performance.	This is being ensured for all students of SJMC to place them for internships in reputed and renowned media organizations.
Academic Experts	The curriculum should enhance problem-solving and critical thinking.	The curriculum provides students the opportunity to engage with readings and assignments in which they are required to critically analyze media content, news articles, and journalistic practices. They are encouraged to evaluate sources, detect biases, and assess the credibility of information to develop their critical thinking skills.



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ACTION TAKEN REPORT BY THE SCHOOL OF BASIC AND APPLIED SCIENCES (SBAS) FOR THE ACADEMIC YEAR 2021-22

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	More practical training sessions should be conducted.	Guest lectures and workshops have been organized during the academic session.
	Organizing Communication Skills Classes.	Communication skills classes were organized during academic session 2021-22.
	Use of interesting teaching methods.	Teachers are employing the case study method, project-based learning.
	Provision of study material by teachers.	Teachers utilize online learning platforms such as KRMU Learning Management System (LMS) to centralize the distribution of study materials to students.
	Use of ICT in teaching-learning in classrooms. Smart classrooms and video conferencing facilities need to be developed.	Interactive panels have been implemented in classrooms to enable the utilization of Information and Communication Technology (ICT) during teaching and learning activities.
	Quality of courses	Courses that gathered student feedback averaging 4 out of 5 on a rating scale have undergone scrutiny, prompting faculty to communicate with faculty members to overhaul curricular methods, teaching strategies, and evaluations

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		to improve both student satisfaction and learning outcomes.
	Overall quality of programme	Regularly review and update the curriculum to ensure it remains relevant, aligned with industry standards, and addresses emerging trends in the field. Teachers utilize technology effectively to enhance teaching and learning experiences.
Teachers	MOOC Courses should be implemented as part of the course structure.	Identified relevant MOOC courses in alignment with the existing programme structures in various streams of sciences.
	The curriculum needs to be designed to bridge the gap between industry and academia.	The School has formed alliances with industry entities to facilitate guest lectures, internships, and joint projects.
	More subjects related to life skills, viz; human values & universal principles might be introduced.	The curriculum effectively intertwines life skills and human values, incorporating various experiential learning activities tailored to enhance students' life skills, particularly during the academic year 2021-22.
	The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure to work culture and practical experience	This has been ensured and implemented during the academic session.
	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	Conducted a comprehensive review of the existing curriculum vis-à-vis the recommendations outlined in NEP-2020 and curricular modifications are in process.
	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	Implemented.
	Smart classrooms and video conferencing facility need to be developed.	Interactive Screen Panels have been installed.
Alumni	Flexible choice of courses should be offered to students to study.	CBCS and LOCF is followed in the curriculum of

		all programmes offered at SBAS.
	Conduct Industrial visits and expert lectures.	Throughout the 2021-22 academic year, numerous industrial visits, expert lectures, panel discussions, and workshops pertinent to the curriculum were arranged for the benefit of students.
Employers	New programmes/specialized courses should be introduced/added to existing academic programmes at our University.	Noted for implementation in the forthcoming academic session.
Parents	Preparation for competitive exams.	Coaching classes are conducted for students to prepare them for various competitive examinations.
Academic Experts	Explore emerging areas and interdisciplinary connections in the existing curriculum.	The School has made efforts to develop courses and focus on emerging areas and interdisciplinary topics. Electives are being offered to students to gain insights into specific environmental challenges, innovative solutions, or cross-cutting themes.

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ACTION TAKEN REPORT BY THE SCHOOL OF EDUCATION (SOED)
FOR THE ACADEMIC YEAR 2021-22

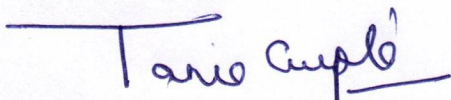
Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Need for reading material in library and study material for learning provided by teachers	The School of Education has expanded and updated reading materials in the library to support student learning and research. Teachers regularly upload e-content developed for various courses on the KRMU Learning Management System (LMS).
	More practical training sessions should be conducted.	All programs offered at the School of Education are practical and hands-on. In addition to practical work students were engaged during the academic session in activities such as integration of digital pedagogy, using constructivism in education, field visits, community living and outreach programmes.
	Communication Skills Classes for students should be organized.	The School of Education has organized regular communication skills enhancement classes for its students. Students also study communication skills as a course in their curriculum. Besides, presentations, group discussions, and seminars provide an opportunity for

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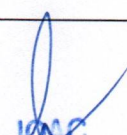

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		students to hone their language skills and presentation skills. Numerous events such as extempore, debate and panel discussions were conducted by SOED.
	The use of Information and Communication Technology (ICT) for educational purposes within classroom settings should be encouraged.	Interactive panels have been installed in the School of Education for an enhanced teaching-learning environment.
	Ensuring quality of courses	Evaluation of deficiencies has been done and teachers have been encouraged to enhance experiential learning as well as assessments to improve overall quality of courses.
	Improving the quality of the programmes	The School of Education has integrated practical, hands-on learning experiences, such as practical work, field projects, case studies, and research projects, to provide students with valuable skills and knowledge applicable to real-world scenarios.
Teachers	MOOC Courses should be implemented as part of the course structure.	Noted for implementation and various MOOC available on SWAYAM are being explored to integrate in the curriculum.
	The curriculum needs to be designed to bridge the gap between industry and academia.	The existing curriculum is enriched. It integrates internships, practicum experiences, and field work to provide students with hands-on experience and exposure to real-world settings.
	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	Teachers assess student learning regularly through the institutional LMS. All assignments, projects and filed work records are submitted on LMS.
Alumni	Flexible choice of courses should be offered to students to study.	The existing curriculum offers the students the flexibility to choose between

		elective courses that have been updated in their content as per contemporary developments. Besides students have the opportunity to study Pan University open electives and value-added courses in interdisciplinary areas.
	Conduct Industrial visits and expert lectures.	Numerous educational visits and field trips were organized for the students of SOED in the academic session 2021-22.
Employers	Enhance project and practical work. Focus on content enrichment of the students.	Fieldwork reports and projects are integral to the education curriculum. Several workshops were conducted during the session to develop the skills and competencies of the students. CTET classes are organized to prepare students for competitive exams and these also help in content enrichment.
Parents	Organize a variety of co-curricular activities for students to develop their personality and boost confidence.	Many competitions and events encompassing literary, cultural, and athletic activities were organized by SOED and at the university-wide level during the academic session.
Academic Experts	The curriculum should enhance the learner's problem-solving skills and foster critical-thinking abilities.	At SOED, the teachers ensure to engage students in learning activities such as group discussions, debates, and collaborative projects.


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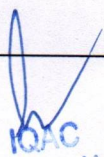

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ACTION TAKEN REPORT BY THE SCHOOL OF ARCHITECTURE & DESIGN (SOAD) FOR THE ACADEMIC YEAR 2021-22

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Provision of study material.	Teachers prepare handouts and presentations and upload them on LMS periodically for the students.
	Training sessions should be held more in number.	The School ensures enhanced field work, studios, lab work and hands on learning that is an integral component of the curriculum of all programmes offered.
	Focus on Communication Skills.	Several workshops were organized. Activities such as group discussions, presentations, project based learning and collaborative work enables students to communicate and express their knowledge and demonstrate their skills.
	Use of Information and Communication Technology (ICT) in teaching-learning.	All classrooms and labs have interactive panels that aid learning for the students.
	Ensuring the quality of courses.	This has been ensured by revisiting dimensions where improvement can be done.
	The curriculum needs to be designed to bridge the gap between industry and academia.	The curriculum has been restructured to effectively bridge the gap between industry requirements and academic teachings.
	More subjects related to life skills, viz; human values & universal principles might be introduced.	Implemented.


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	The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure of work culture and practical experience	The programmes offered at SOAD are sound in providing immense practical exposure to the students by way of field visits, internships, functional exposure trainings.
	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	The School is exploring various possibilities of revamping the curriculum as per recommendations of the NEP 2020.
	The periodic assessment component can be carried out through LMS where student activity can be monitored.	Implemented the use of Learning Management System (LMS) for periodic assessments and student activity monitoring.
Alumni	Enhance reading material in the library	Improvement of reading materials within the library has been ensured.
	There are varied fields in the realm of architecture like landscape, transport and regional planning, conservation, interior design, Urban Design, Construction management. Subjects based on these fields should be introduced in the course for students to gain an interest and help them pursue a career path in the same. Also, exposure to the outside world is important. Participation in various competitions, organizing events should also be included as a part of the curriculum.	Subjects have been introduced in varied fields of architecture. The School organized several competitions during the academic session 2021-22 that were related to the curriculum and students participated enthusiastically.
	Conduct Industrial visits and expert lectures.	Several field visits, and industrial trips were organized during the session by the school and students were encouraged to prepare filed visit reports. Eminent professionals were invited for lecture sessions.
Employers	Enhance project work exposure to students.	All programmes of SOAD have courses that provide the students exposure to work on minor and major projects/dissertations.
Parents	Enhancing opportunities for students to gain practical skills and nurture their competencies.	Expanded internship opportunities for students to

		gain practical experience and enhance their skills.
Academic Experts	Enhance practical skills for students in the curriculum.	Integrated project-based learning into the curriculum, where students work on real-world engineering projects either individually or in teams.

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ACTION TAKEN REPORT BY SCHOOL OF HUMANITIES (SOHS)
FOR THE ACADEMIC YEAR 2021-22

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Organizing Communication Skills Classes.	Communication Skills classes by the Training and Placement Cell were organized during the academic session.
	Provision of study material by teachers.	This has been ensured across disciplines in SOHS. Teachers upload reading material on institutional LMS.
	Increase in the number of books on courses in the library.	Additional textbooks and reference books have been procured during the academic session 2021-22. Journals and periodicals have also been added to the library.
	Use of ICT in teaching-learning in classrooms and laboratories	In a phased manner, many classrooms are now having interactive panels to enable teachers to use ICT in the teaching-learning process.
Teachers	More subjects related to life skills, viz; human values & universal principles might be introduced.	These have been introduced as value added courses. Additionally, emphasis has been placed on integrating real-life examples and case studies into the curriculum to facilitate a better understanding and application of concepts related to human values and universal principles.

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	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	Based on the NEP-2020 guidelines and the recommendations, SOHS is exploring introducing new programmes.
	Students should take effective participation in research.	Research projects are embedded into the curriculum. Students are mentored by faculty to prepare research papers and publish.
Alumni	Flexible choice of courses should be offered to students to study.	A pool of electives is on offer for the students to opt as per interest, thus making the curriculum flexible.
	Teaching should be discussion-based, holistic and activity-oriented.	Teachers ensure discussion-based learning in the class. Activities and collaborative projects are ensured to make learning a meaningful and interesting experience.
Employers	New programmes/specialized courses should be introduced/added to existing academic programmes at our University.	Possibilities are being explored to introduce new programmes.
Parents	Provide more opportunities for internships for the concerned field to enhance skills and performance.	Students are guided for summer internships. Besides, at SOHS introduction of internship as a credit course in the curriculum of all programmes will be implemented from academic year 2022-23.
Academic Experts	Explore emerging areas and interdisciplinary connections in the existing curriculum.	The school is exploring the revision of existing curriculum by adding content related to emerging areas such as digital humanities, environmental humanities, global studies, cultural studies, and interdisciplinary approaches to societal challenges.

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**ACTION TAKEN REPORT BY THE SCHOOL OF HOTEL
MANAGEMENT AND CATERING TECHNOLOGY (SOHMCT) FOR
THE ACADEMIC YEAR 2020-21**


Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Use of ICT in teaching-learning.	The school has integrated ICT tools and resources into classroom teaching to enhance student engagement and learning outcomes. Faculty members have been encouraged to utilize multimedia presentations, online learning platforms, and interactive simulations to supplement traditional teaching methods.
	Improve the quality of the courses and programme.	A comprehensive review of the curriculum and course content has been conducted to identify areas for improvement. Feedback from students has been taken into consideration, and necessary revisions have been made to enhance the quality and relevance of the courses.
Teachers	MOOC Courses should be implemented as part of the course structure.	Faculty members have been encouraged to recommend relevant MOOCs to supplement classroom teaching and enrich students' learning experiences.


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	<p>More practical approach is required that may be supported by Industry visits etc. to be planned by the placement cell.</p>	<p>The placement cell has collaborated with industry partners to organize regular industry visits, guest lectures, and practical training sessions for students. These initiatives aim to provide students with firsthand exposure to real-world hospitality operations and enhance their practical skills and industry readiness.</p>
	<p>The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure of work culture and practical experience.</p>	<p>The curriculum has been designed to incorporate more skill-based courses and practical training components, including internships, summer internships, and industrial training. These experiential learning opportunities are designed to provide students with valuable insights into the hospitality industry and equip them with the necessary skills and competencies to succeed in their careers.</p>
Parents	<p>Provide more opportunities of internships for the concerned field to enhance skills and performance.</p>	<p>Efforts have been made to collaborate with a wider range of industry partners to provide students with more internship opportunities.</p>
Academic Experts	<p>Fire safety-related courses or training can be given as per the hospitality industry requirements.</p>	<p>Fire safety-related courses or training modules into the curriculum is being explored, to prepare students to handle emergency situations and comply with safety regulations.</p>


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ACTION TAKEN REPORT BY THE SCHOOL OF AGRICULTURAL SCIENCES (SOAS) FOR THE ACADEMIC YEAR 2021-22

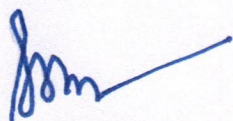
Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	Improve the quality of the courses and programme.	A thorough review of the existing courses and programs has been conducted to identify areas for enhancement. Revisions have been made to ensure that the curriculum remains up-to-date, relevant, and aligned with industry standards and best practices.
	Use ICT in teaching learning.	ICT tools and resources have been integrated into classroom teaching.
	Add more books in the library related to the curriculum.	Additional books and materials have been procured to provide students with access to a wider range of resources to support their learning.
	Organizing Communication Skills Classes.	Communication skills classes have been organized to help students develop essential communication skills, including verbal and written communication for their personality development and enhance employability.
Teachers	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	Efforts have been made to incorporate key principles and objectives of the NEP-2020 to ensure that the curriculum remains relevant

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		and future-focused and these changes will be visible in the curriculum of SOAS, soon.
	More practical approach is required that may be supported by Industry visits etc. to be planned by the placement cell.	Students are equipped with firsthand exposure to real-world scenarios and industry practices, enhancing their practical skills and employability prospects. This has been ensured under MoU activities done by the School, during the academic session 2021-22.
Parents	Provide more opportunities for internships in the concerned field to enhance skills and performance.	The School has worked to establish partnerships with a wider range of industry organizations to provide students with more internship opportunities.
Academic Experts	Conduct Industrial visits and expert lectures.	Industrial visits and expert lectures are regularly organized to provide students with insights into industry practices, trends, and challenges.

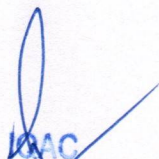


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Sohna Road, Gurugram, (Haryana)



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

**ACTION TAKEN REPORT BY THE SCHOOL OF MANAGEMENT AND
COMMERCE (SOMC) FOR THE ACADEMIC YEAR 2021-22**

Stakeholder	Feedback/Suggestions Received	Action Taken by School
Students	More practical training sessions should be conducted.	SOMC has introduced additional practical training sessions across various courses to provide students with hands-on experience and enhance their practical skills.
	Organizing Communication Skills Classes.	Communication skills classes have been organized regularly to help students develop effective communication abilities.
	Use of interesting teaching methods.	Faculty members use innovative and engaging teaching methods to make the learning process more interesting and interactive for students. This includes case-based teaching, project-based learning etc.
	Provision of study material by teachers.	Teachers provide comprehensive study material to students to supplement their learning and aid in their academic success. This is ensured on KRMU Moodle LMS.
	Use of ICT in teaching-learning in classrooms. Smart classrooms and video conferencing facilities need to be developed.	Smart classrooms have been developed to facilitate the effective use of ICT in teaching-learning activities.
Teachers	Programming languages and software, AI, Data science, Robotics, Vocational	The University has introduced programming languages and software, AI,

	subjects should be introduced in curriculum.	data science, and robotics, into the curriculum to equip students with relevant skills for the modern workplace. These are available as open electives and value-added courses.
	Taking suggestions from global syllabus in the particular program will make it universally accepted and prepare students for the global competition as well.	Suggestions from global syllabi have been incorporated into the program to ensure that it meets international standards and prepares students for global competition.
	Students should take effective participation in research.	Faculty members have encouraged students to actively participate in research activities to foster a culture of innovation and intellectual inquiry. Several workshops, FDP, seminars and guest lectures have been held and attended on research during the session.
	More practical approach is required that may be supported by Industry visit etc. to be planned by placement cell.	Industry visits and practical training sessions to provide students with exposure to real-world scenarios and industry practices were organized during the academic session 2021-22.
	Evaluation patterns should be more aligned with competitive exams.	Evaluation patterns have been adjusted to align more closely with competitive exams, ensuring that students are adequately prepared for future challenges.
	The curriculum should be designed to ensure Entrepreneurship.	The curriculum has been designed to incorporate entrepreneurship elements, providing students with the skills and knowledge necessary to start their ventures, in collaboration with KEIC.
Alumni	Flexible choice of courses should be offered to students to study.	SOMC has introduced flexible course choices to allow students to tailor their

		academic experience according to their interests and career goals.
	Practical teaching and projects should be encouraged	Practical teaching methods and project-based learning have been encouraged to provide students with hands-on experience and prepare them for real-world challenges.
Employers	New programmes/specialized courses should be introduced/added to existing academic programmes at our University. Programming languages and software, AI, Data science, Robotics. Communication Skills. Life Skills. Integrated programmes suiting industry needs.	Pan University, new specialized courses, including programming languages and software, AI, data science, robotics, communication skills, and life skills, have been introduced to meet industry demands and prepare students for the evolving job market.
Parents	Provide more opportunities for internships in the concerned field to enhance skills and performance.	Summer Training/Internships are an integral component of the curriculum in all programmes offered at SOMC.
Academic Experts	Incorporate MOOC courses at UG/PG level.	MOOCs have been incorporated in the curriculum.
	Suggested addition of specialization UG courses.	Introduced HR, Finance, IB, Marketing and Travel and tourism Specialisation as Elective course in BBA Programme. Introduced Accounts and Finance, Investment Management, Banking and Insurance, Taxation Specialisation as Elective course in B.Com (H) and B.Com Programme.



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School Coordinator, SOMC

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RECOMMENDATIONS FOR ACTION TO BE TAKEN ON FEEDBACK FROM VARIOUS STAKEHOLDERS



Internal Quality Assurance Cell (IQAC)

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ACTION TAKEN REPORT ON FEEDBACK

ACADEMIC SESSION 2021-22

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.

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

(a) Feedback from the Students

S.No.	Recommendations Based on Summarized Feedback	Action Taken
1	More practical training sessions should be conducted.	All School Deans/ HoD's have been intimated to ensure that faculty give more practical training sessions to students. More Industrial visits and expert lectures have been planned.
2	Organizing Communication Skills Classes.	All School Deans/ HoD's have been intimated to ensure that communication skills classes and programmes are organized regularly throughout the academic session. Support can be taken from Training Division of Career Development Centre, KRMU.

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3	Use of interesting teaching methods.	All School Deans/ HoD's have been intimated to ensure that faculty are instructed to make teaching-learning interactive, and experiential and give more real-life examples.
4	Provision of study material by teachers.	All School Deans/ HoD's have been intimated that teachers will prepare e-SLM, e-content and upload on KRMU MOODLE LMS.
5	Increase in the number of books on courses in the library.	Informed to the University Chief Librarian to obtain new books requisition through Schools and the Library Committee for new purchase for the upcoming academic session 2022-23.
6	Use of ICT in teaching-learning in classrooms and laboratories.	All School Deans/ HoD's have been intimated to ensure that faculty use ICT in teaching-learning process and during practical sessions to make learning more multi-sensory and interesting.

(b) Feedback from the Teachers

S.No.	Recommendations Based on Summarized Feedback	Action Taken
1	MOOC Courses should be implemented as part of the course structure.	Intimated to Academic Affairs Office and the School Deans/ HoD's to propose in the BOS (Board of Studies) and approved by the Academic

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		Council (AC) to offer MOOC courses from academic session 2022-23.
2	The New Curriculum needs to be designed so as to bridge the gap between industry and academia.	Intimated to the Academic Affairs Office and the School Deans/ HoD's to map the existing curriculum with industry requirements and Industrial Revolution 4.0, duly incorporating STEM/STEAM integration in the curriculum after identifying gaps. These identified gaps should be bridged by Curriculum revision and proposed in the BOS (Board of Studies) and approved by the Academic Council (AC) with effect from academic session 2022-23.
3	Programming languages and software, AI, Data science, Robotics, Vocational subjects should be introduced in curriculum.	Intimated to the Academic Affairs Office and the School Deans/ HoD's to introduce these courses by proposing in the BOS (Board of Studies) and duly approved by the Academic Council (AC) so as to offer these courses with effect from academic session 2022-23.
4	More subjects related to life skills, viz; human values & universal principles might be introduced.	Intimated to the Academic Affairs Office and the School Deans/ HoD's to introduce these suggested courses as Value Added Courses, Open

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		Electives, MOOC by proposing in the BOS (Board of Studies) and duly approved by the Academic Council (AC) so as to offer these courses with effect from academic session 2022-23. Schools should organize regularly events to cater to life skills enhancement of the students throughout the academic session.
5	The curriculum should be more skill-based and should include internships, summer internships and industrial training to give necessary exposure of work culture and practical experience.	Intimated to the Academic Affairs Office and the School Deans/ HoD's to introduce skill based courses and Internship as credit courses in the curriculum by proposing in the BOS (Board of Studies) and duly approved by the Academic Council (AC) for offer with effect from the academic session 2022-23.
6	The existing curriculum should be designed in the light of suggestions/recommendations of the NEP-2020.	University should work on preparing an Implementation of NEP 2020 in a phased manner. NEP Cell/Committee should be constituted at the University.
7	Taking suggestions from global syllabus in the particular program will make it universally accepted and prepare students for the global competition as well.	Benchmarking of the curriculum should be done with curriculum of progressive International Universities across the globe. By each School, periodically for

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		curriculum review, design and development.
8	The curriculum should be designed to ensure Entrepreneurship.	School Deans/HODs will ensure incorporation in the curriculum through Value Added Courses, Open Electives, other courses and school activities in coordination with the K. R Mangalam Entrepreneurship and Incubation Centre.
9	The periodic Assessment component can be carried out through LMS where student activity can be monitored.	The E-Learning Committee of the University has been intimated to work out the possibilities on the KRMU MOODLE LMS.
10	Evaluation patterns should be more aligned with competitive exams.	Possibilities of implementation by Schools and Exam offices are to be explored.
11	Students should take effective participation in research.	Each school should provide students with the opportunities to participate in Seminar/Conferences and faculty should encourage and guide students to publish research articles/papers. Schools can also initiate an Undergraduate Research Journal of the student publication.
12	University can provide more funding opportunities for research to the faculty.	Intimated to Research Office of the University for necessary action.

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13	Research groups can be introduced for maintaining the culture of research in the university.	Intimated to Research Office of the University for necessary action.
14	Resources such as Manupatra and SCC online has to be provided to students. The University needs to subscribe to daily legal magazines and online journals for better research work by the students.	Intimated to University Librarian, Library Committee, Purchase Committee and Dean, School of Legal Studies for necessary action.
15	Wider interactive sessions across the streams, disciplines and faculties on the changing contours of Teaching, Learning, Evaluation and Research per se, should be organized.	Intimated to all School Deans, for necessary action and suitable instructions to the faculty. Interdisciplinary events and programmes should be organized in the forthcoming academic sessions.
16	Good research facilities along with sufficient time and resources are required for effective research work.	Intimated to Research Office of the University for necessary action.
17	Separate School wise budget for R&D should be allocated.	Intimated to Research Office of the University for necessary action.
18	Faculty should have access to JStore for better research and softwares to check plagiarism.	Intimated to Research Office of the University for necessary action.
19	Projectors, speakers and mike should be there in each classroom to make the teaching effective.	Intimated to Registrar, Administrative Officer & IT Team and Purchase Committee of the University for necessary action.
20	Provision of adequate lab facilities.	Intimated to Registrar, Administrative Officer, IT Team, School Deans and

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		Purchase Committee of the University for necessary action.
21	More infrastructure is required focusing to foreign language learning.	Intimated to Registrar, Administrative Officer, IT Team, School Deans and Purchase Committee of the University for necessary action.
22	Smart classrooms and video conferencing facility need to be developed.	Intimated to Registrar, Administrative Officer, IT Team, School Deans and Purchase Committee of the University for necessary action. Interactive Screen Panels are being installed in identified classrooms across the University.
23	Teachers, Research Scholars and Students should have online access to the library resources.	Intimated to Research Office and University Librarian for necessary action and implementation.
24	PwD/ Divyangjan enabled infrastructure required.	Intimated to Registrar, Administrative Officer, IT Team, School Deans and Purchase Committee of the University for necessary action. The campus is made barrier-free for access to PwD/ Divyangjan persons.
25	Place teacher's tables/podiums in all the classrooms.	Intimated to Registrar, Administrative Officer, and Purchase Committee of the University for necessary action and implementation.

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26	Regular maintenance of the playground.	Intimated to Registrar and Administrative Officer for necessary action and implementation.
27	Separate toilets should be there for faculty and students. Proper maintenance of toilets and safe drinking water should be ensured always.	Intimated to Registrar and Administrative Officer for necessary action and implementation.
28	Increase Internet speed and bandwidth in the University, especially in hostels.	Intimated to Registrar and Administrative Officer, IT Team for necessary action and implementation.
29	Establish separate common rooms for boys and girls in each block.	Intimated to Registrar and Administrative Officer, Dean Student Welfare for necessary action and implementation.
30	A library in the hostel, an auditorium for cultural activities and a night canteen for the students should be on the university premises.	Intimated to Registrar and Administrative Officer, Dean Student Welfare for necessary action and implementation.
31	Increase in sports and provision of space and infrastructure for recreational facilities such as music, dance, theatre, and Yoga for students.	Intimated to Registrar and Administrative Officer, Dean Student Welfare for necessary action and implementation. Student Recreation Centre is developed.
32	Personality Development and Capacity Building Programmes need greater focus. Career Counseling, Preparation for Competitive Examinations by outsourced faculty specialized in the field need to be recruited.	Intimated for implementation by School Deans/ HODs, Counseling Centre and Career Development Centre.

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33	Provide students opportunities to participate in Inter-University Competitions.	Intimated for implementation by School Deans/ HODs and Dean Student Welfare by providing students more opportunities to participate in Inter-University Competitions.
34	Mentoring schedule needs to be more regularized.	Mentor -Mentee Session has to be incorporated in the timetable. This has been implemented by directions of Academic Affairs Office in all School Time Tables.
35	Placements for each School/Department should be a prime focus. More attention should be provided on the training and placement of the students.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
36	There should be more industry expert interaction with students.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
37	More practical approach is required that may be supported by Industry visit etc. to be planned by placement cell.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
38	Provision of Medical Insurance & Group Insurance facility to the staff.	Suggested to University Management, Leadership and HR for implementation.
39	Duty Leave should be given to joint conferences/ seminars / e-content development, sharing information for in-service programs such as Faculty Development Programmes, Seminars, conferences, etc.	This is already implemented as per promulgated Research Policy and SOP of the University.
40	Induction programmes for new faculty should be organized.	Intimated for implementation by IQAC. It is suggested to

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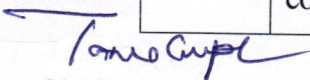
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		establish a Human Resource Development Centre (HDRC)/Academic Staff College in the University.
41	HR and employee welfare policies should be clear to everyone.	This is already implemented as per promulgated HR Policy and SOP of the University.
42	Staff lunch, celebrating staff Birthdays, festivals should be incorporated for building up the relationship.	Suggested to University Management, Leadership and HR for implementation.
43	KRAs of designated officials and workflow should be prepared well in advance. Vision Document and Strategic Plan for next five years should be prepared by Leadership.	Already implemented hence no further action is required.
44	IQAC should provide effective training for staff of maintaining documentation.	Already being implemented in full swing by the IQAC.

(c) Feedback from the Alumni

S.No.	Recommendations Based on Summarized Feedback	Action Taken
1	There are varied fields in the realm of architecture like landscape, transport and regional planning, conservation, interior design, Urban Design, Construction management. Subjects based on these fields should be introduced in the course for students to gain an interest and help them pursue a career path in the same. Also, exposure to the outside world is important. Participation in various competitions, organizing events should	Intimated to the Academic Affairs Office and the School Deans/ HoD's to incorporate the suggestions received for revision and propose changes in the BOS (Board of Studies) and get them approved by the Academic Council (AC) in the curriculum to be offered with effect from academic session 2022-23.


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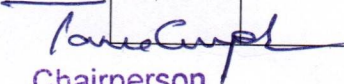

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	also be included as a part of the curriculum.	
2	Flexible choice of courses should be offered to students to study.	LOCF and CBCS is followed in curriculum at the University. Implementation in progress under NEP 2020.
3	Practical teaching and projects should be encouraged	All School Deans/ HoD's have been intimated to ensure that faculty give more practical training sessions to students. More Industrial visits and expert lectures have been planned.
4	Improve Campus placements process and provide more internship opportunities.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
5	Teaching should be discussion based, holistic and activity-oriented.	All School Deans/ HoD's have been intimated to ensure that faculty make the teaching-learning process more interactive, activity and discussion based.
6	Recruit more experienced and well-qualified faculty.	Implemented at the University.
7	Parent-teacher groups should be used for updating students' performance.	It is suggested schools should organize a PTM once in every semester. Student performance is updated on University SEROSOFT.
8	Access to plagiarism check software and training on how to write research papers for students should be provided.	Intimated to Research Office, University Librarian and School Deans for necessary action and implementation.

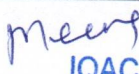
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(d) Feedback from the Parents

S.No.	Recommendations Based on Summarized Feedback	Action Taken
1.	Preparation for competitive exams and organize guest lecturers form IAS / IPS officers at University campus.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
2.	Engage students in extra curricular activities.	Implemented. The Schools have developed comprehensive Event Calendars for each semester to provide students ample opportunities to participate in variegated events through the academic session.
3.	Provide more opportunities of internships for the concerned field to enhance skills and performance.	Intimated for implementation by School Deans/ HODs and Career Development Centre.
4.	Include more Moot Competitions in the Law curriculum.	Intimated to Dean School of Legal Studies for implementation.
5.	University must define uniform for students.	Suggested for implementation.
6.	Placements needs to be enhanced providing students opportunities with a high package of salary.	Intimated for implementation by Career Development Centre.
7.	Bus facility should improve such as AC cooling.	Intimated to Registrar and Administrative Officer for necessary action and implementation.


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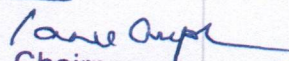

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8.	The cleanliness of restrooms should improve.	Intimated to Registrar and Administrative Officer for necessary action and implementation.
	Increase food facilities in the campus.	Intimated to Registrar and Administrative Officer for necessary action.

(e) Feedback from the Employers

S.No.	Recommendations Based on Summarized Feedback	Action Taken
1.	<p>New programmes/specialized courses should be introduced/added to existing academic programmes at our University.</p> <p>Programming languages and software, AI, Data science, Robotics. Communication Skills. Life Skills. Integrated programmes suiting industry needs.</p>	<p>Intimated to the Academic Affairs Office and the School Deans/ HoD's to incorporate the suggestions received for introduction of new courses and propose these in the BOS (Board of Studies) and get them approved by the Academic Council (AC) in the curriculum to be offered with effect from academic session 2022-23.</p>


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