



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION



K.R. MANGALAM UNIVERSITY

STUDENT FEEDBACK ANALYSIS REPORT

ODD SEMESTER 2025-26



Feedback Committee
Internal Quality Assurance Cell (IQAC)

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STUDENT FEEDBACK ON CURRICULUM DESIGN, TEACHING-LEARNING AND EVALUATION

Introduction

In order to ensure that students have an experiential and holistic learning experience, the Internal Quality Assurance Cell (IQAC) of K.R. Mangalam University collected feedback from students for the purpose of continuous quality improvement in the courses offered in various programmes.

While the University implements appropriate quality assurance systems and procedures, it is useful to note that learning is very much a collaborative effort and requires the active participation of students. On completion of courses in the Odd Semester 2025-26, the IQAC sought student feedback on curriculum design, teaching, learning and evaluation for the courses they have taken during the semester. Their feedback is important as it helped IQAC understand their concerns and difficulties if any, and implement actions for improvement in course design and making student learning experiences more enriching.

Overall Analysis and Interpretation

The Feedback Committee collected responses from students studying in K.R. Mangalam University during Odd semester 2025-26. The feedback was collected and analyzed in the following aspects:

Section I: Teaching, Learning and Evaluation

Section II: Course Structure, Design and Review

Section III (a) & (b): Overall Quality of the Course for Quality in Programmes

The student feedback collected for the Odd Semester 2025–26 reflects a high level of satisfaction with the curriculum, teaching-learning process, evaluation system, and overall quality of academic programmes offered by K.R. Mangalam University. The average scores across all sections are consistently above **4.0 on a 5-point scale**, indicating that students have a positive perception of the University's academic environment. The findings demonstrate that the University has successfully implemented learner-centric teaching practices, industry-

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oriented curriculum design, transparent evaluation processes, and supportive faculty engagement.

The feedback further indicates that the academic processes adopted by the University effectively contribute towards achieving Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The suggestions received from students have been carefully examined by the Internal Quality Assurance Cell (IQAC) and will be shared with the respective Schools for continuous quality enhancement.

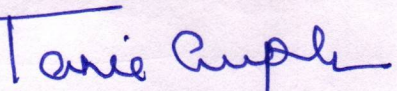
Section-wise analysis of the feedback received from the students is presented as under:

Section I: Teaching, Learning and Evaluation

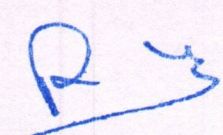
S. No	Statement	Average Score*
1	The teacher has good knowledge base of the course.	4.13
2	The teacher has good communication skills.	4.03
3	The teacher comes well prepared for the class.	4.16
4	The teacher is regular and punctual in class.	4.12
5	The teacher encourages students to ask questions and is approachable for discussion and advice.	4.22
6	The teacher uses student-centric and innovative methods (such as experiential learning, participative learning and problem solving) for enhancing learning experiences.	4.21
7	The teacher is able to integrate the course with real life experiences and creates interest in the course.	4.23
8	The teacher covered the entire syllabus in time.	4.5
9	The teacher's attitude towards the students is friendly & helpful and facilitates the students to overcome their weakness.	4.43
10	The teacher uses ICT- enabled tools including online resources for effective teaching and learning processes.	4.21
11	The teacher uses tests/ assignments / examinations/quiz and projects to evaluate students understanding of the course.	4.18
12	The teacher explained about Programme Objectives and Course Outcomes.	4.25
13	The assessment and evaluation procedure adopted by the teacher is fair, unbiased and transparent.	4.25

*On 5 point rating scale

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


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Section I: Analysis and Interpretation

The responses under this section indicate a consistently high level of student satisfaction with faculty performance and classroom teaching practices. The average ratings range between **4.03 and 4.50**, demonstrating that students perceive the teaching-learning environment as effective, engaging, and supportive.

The highest score was recorded for **timely completion of the syllabus (4.50)**, indicating effective academic planning and adherence to the academic calendar. Students also highly appreciated the **friendly and supportive attitude of faculty members (4.43)** and their ability to integrate **real-life applications into classroom teaching (4.23)**, thereby making learning meaningful and relevant.

Faculty members were further recognized for encouraging classroom interaction, adopting student-centric teaching methodologies, utilizing ICT-enabled learning resources, and maintaining fairness and transparency in assessment practices. Although communication skills received the comparatively lowest average score (**4.03**), the rating still reflects a positive perception and indicates opportunities for further strengthening interactive pedagogical approaches through continuous faculty development initiatives.

Overall, the findings confirm that the University's teaching-learning ecosystem effectively promotes student engagement, experiential learning, and academic excellence.

Strengths Identified

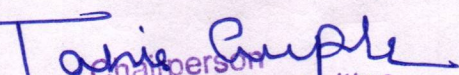
- Timely completion of syllabus.
- Student-friendly and supportive faculty members.
- Effective integration of theory with practical and real-life applications.
- Transparent and unbiased evaluation process.
- Extensive use of ICT-enabled teaching tools.
- Student-centric teaching methodologies.

Areas for Improvement

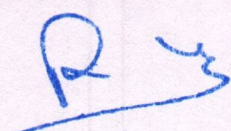
- Further strengthen classroom communication and interaction.
- Increase the use of case studies, simulations and experiential learning.
- Introduce additional industry interaction sessions and expert lectures.
- Enhance personalized academic mentoring for slow and advanced learners.

Action Taken / Recommendations

- Organize Faculty Development Programmes on innovative pedagogy and classroom communication.
- Promote blended learning through advanced digital teaching tools.


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- Increase experiential learning opportunities through projects, field visits and industry interactions.
- Strengthen mentoring and academic counselling mechanisms.

Section II: Course Structure, Design and Review

S. No	Statement	Average Score
14	The course was organized in a manner that helped me understand the underlying concepts.	4.27
15	The course content is career -oriented and relevant to my professional development.	4.28
16	The course content was of appropriate difficulty level.	4.20
17	The course content was interesting and exposed me to new knowledge & practices.	4.23
18	The course is capable of supporting students for higher learning.	4.14
19	I enjoyed attending this course and recommend it for future students.	4.36
20	Overall, this course met my expectations for the quality of the programme.	4.5

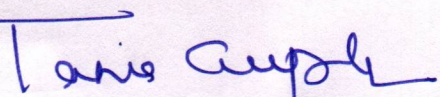
*On 5 point rating scale

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

Section II: Analysis and Interpretation

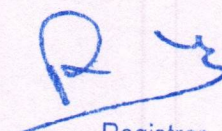
The feedback on curriculum design reflects a high level of student satisfaction regarding the relevance, organization and quality of the academic programmes. The average scores range from **4.14 to 4.50**, indicating that students perceive the curriculum as comprehensive, career-oriented and aligned with current industry and societal requirements.

Students acknowledged that the courses were well-structured, intellectually stimulating and capable of supporting higher education and professional development. The highest rating (**4.50**) for overall programme quality demonstrates students' confidence in the curriculum framework, while the strong recommendation of courses to future students (**4.36**) reflects overall satisfaction with their academic experience.



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The findings indicate that the University's curriculum successfully integrates theoretical knowledge, practical exposure, employability skills and multidisciplinary learning experiences, thereby contributing to holistic student development.

Strengths Identified

- Well-organized curriculum structure.
- Industry-oriented and career-focused course content.
- Appropriate academic difficulty level.
- Strong support for higher education and employability.
- High student satisfaction with overall programme quality.

Areas for Improvement

- Introduce emerging technologies and contemporary industry practices in selected courses.
- Increase interdisciplinary elective options.
- Expand opportunities for research-based and project-based learning.
- Incorporate additional certification opportunities within the curriculum.

Action Taken / Recommendations

- Curriculum revisions through Boards of Studies based on stakeholder feedback.
- Inclusion of emerging technologies, AI, sustainability and entrepreneurship modules.
- Strengthening industry collaboration and internship opportunities.
- Periodic curriculum benchmarking against national and international standards.

Section III: Overall Quality of the Course

(No. of Courses=988)

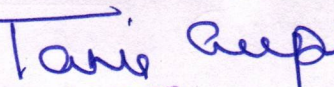
COURSE CODE	COURSE NAME	OVERALL, THIS COURSE MET MY EXPECTATIONS FOR THE QUALITY OF THE PROGRAMME
AEC006	VERBAL ABILITY	4.22
CS002	COMMUNITY SERVICES	4.18
AUC001	COMPETITIVE CODING-I	4.15
ENCS201	JAVA PROGRAMMING	4.4

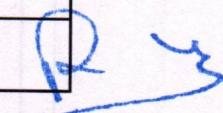
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ENCS203	DISCRETE MATHEMATICS	4.21
ENCS205	DATA STRUCTURES	4.11
SEC034	FUNDAMENTALS OF AI & MACHINE LEARNING	4.1
ENCS251	JAVA PROGRAMMING LAB	4.12
ENCS253	DATA STRUCTURES LAB	4.1
ENSI251	SUMMER INTERNSHIP / PROJECT-I	4
ETVADT007	DESIGN THINKING & INNOVATIONS FOR ENGINEERS	4.28
UNOECS003	COLLABORATIVE SOLUTIONS LAB 2.0	3.98
EDOEGS028	GENDER SENSITIZATION AND INCLUSIVE PRACTICES	3.8
UNOESF032	SPORTS AND FITNESS	4.25
ETVAAW008	AWS CLOUD FUNDAMENTALS	4.27
EDOEAL027	ART OF LIVING-ETHICS AND HAPPINESS	4.25
ETVACS015	CYBER SECURITY WITH OPEN SOURCE FRAMEWORKS	3.89
PTOEPH017	POSTURE AND HEALTH	4.12
ADOEIM015	IMPORT EXPORT MANAGEMENT	4.38
ETVARM014	PRACTICAL RESEARCH METHODOLOGY FOR ENGINEERS	4.3
ETVADW010	DIGITAL WELLBEING AND TECH-LIFE BALANCE	4.29
ETVAED011	ENTREPRENEURIAL DECISION MAKING AND RISK INTELLIGENCE	4.37
BPOECO022	COSMETOLOGY	4.28
ETVAWD009	WEB DEVELOPMENT WITH OPEN SOURCE FRAMEWORKS	4.12
BSOEDN030	DIET AND NUTRITION	4.3
ETOETS014	FUNDAMENTAL OF TEXT & SPEECH PROCESSING	4.17
HMOEPD026	PERSONALITY DEVELOPMENT-BRANDING YOURSELF	4.35
SLOEYP007	YOUTH PSYCHOLOGY	4.19
BSOEPD029	PHYSICS IN DAILY LIFE	3.89
LSOESL019	STREETSMART LAWS	4.11
KEOEES031	E-COMMERCE SPRINT	3.94
PTOELD018	LIFESTYLE DISEASES	4.21
SLOEHR004	HUMAN RIGHTS, GENDER AND ENVIRONMENT	4.27


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LSOECE020	MEDIA LITERACY FOSTERING COGNITIVE EMOTIONAL APPROACH	4.16
SJOEGM002	GENDER AND MEDIA	3.89
ETVAPR012	PRACTICAL ROBOTICS AND UAV APPLICATIONS	4.11
AGOEMB025	MICROBES FOR CLEAN ENVIRONMENT	4.12
SJOESP001	STORYTELLING THROUGH PHOTOGRAPHS	4.36
SLOEMS006	MARVELS OF SCIENCE AND TECHNOLOGY IN ANCIENT INDIA	4.27
LSOEIC021	BASICS OF INDIAN CONSTITUTION	4.19
HUEL203	POPULAR LITERATURE	4.23
HUES201	ECONOMICS OF GROWTH & DEVELOPMENT-I	4.25
HUPL201	NATIONALISM IN INDIA	4.45
HUHS201	HISTORY OF INDIA III: C. 700 TO 1500	4.22
HUHS203	EVALUATION OF SUMMER INTERNSHIP/RESEARCH PROJECT	4.15
SEC003	ENTREPRENEURSHIP	4.3
SLOEKS005	FOUNDATIONS OF KAUTILYAN STATECRAFT	4.11
MSFS719	PROJECT WORK-I	4.08
MSFS717	ADVANCED FORENSIC BIOLOGY AND SEROLOGY	4.21
MSFS711	QUALITY MANAGEMENT AND ETHICS	4.12
MSFS713	RESEARCH METHODOLOGY	4.12
MSFS715	ADVANCED FORENSIC CHEMISTRY AND TOXICOLOGY	4.25
MSFS719	FORENSIC PHARMACOLOGY AND PHARMACEUTICAL DRUG ANALYSIS	4.42
MSFS723	FORENSIC GENOMICS AND BIOCOMPUTING	4.31
MSFS725	FORENSIC BIOLOGY PRACTICAL	4.17
MSFS721	FORENSIC CHEMISTRY PRACTICAL	4.16
HUAP553	COUNSELING PRACTICAL	4.19
HUAP605	PSYCHOTHERAPIES	4.27
HUAP607	POSITIVE PSYCHOLOGY	4.35

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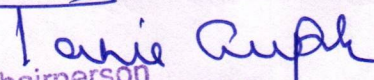
HUAP609	REHABILITATION ASSESMENT AND COUNSELLING	3.92
HUAP601	GUIDANCE AND COUNSELING	4.1
HUAP603	HUMAN RESOURCE MANAGEMENT	3.64
SI001	SUMMER FIELD WORK	4.2
HUAP615	INTERPERSONAL PROCESSES OF ORGANIZATION	4.13
BP701T	INSTRUMENTAL METHODS OF ANALYSIS - THEORY	4.1
BP702T	INDUSTRIAL PHARMACY -II - THEORY	4.16
BP703T	PHARMACY PRACTICE - THEORY	4.32
BP704T	NOVEL DRUG DELIVERY SYSTEM - THEORY	4.5
BP705P	INSTRUMENTAL METHODS OF ANALYSIS - PRACTICAL	4.38
BP706PS	PRACTICE SCHOOL	3.5
SOLS501A	PROFESSIONAL ETHICS, ACCOUNTANCY FOR LAWYERS AND BENCH-BAR RELATIONS	4.5
SOLS408A	HUMAN RIGHTS INTERNATIONAL HUMANITARIAN AND REFUGEE LAW	4.33
SOLS503A	PRINCIPLES OF TAXATION LAW	4
SOLS505A	DRAFTING, PLEADING & CONVEYANCING	4.14
SOLS504A	LAW, POVERTY & DEVELOPMENT	3.95
SOLS517A	RIGHT TO INFORMATION	4.5
SOLS608A	SUMMER INTERNSHIP IV	4.2
SOLS404A	PRIVATE INTERNATIONAL LAW(CONFLICT OF LAWS)	4.17
SOLS529A	SPORTS LAW	4.09
SOLS201A	FAMILY LAW-I	4.23
SOLS205A	LEGAL HISTORY	4.25
SOLS207A	CONSTITUTIONAL LAW-I	4.45
SOLS219A	LAW OF CRIMES-I (BNS, 2023)	3.85
SLHA211A	POLITICAL SCIENCE-III	4.12
SOLS605A	SUMMER INTERNSHIP I	4.28
SOLS217A	HINDI-I	4.21
UNVATT022	INTRODUCTION TO INSTRUMENTAL MUSIC	4.24

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SOLS221A	COMMUNICATION AND REASONING	4.21
UNVAVB020	VOLLEYBALL BASICS FUNDAMENTALS AND TECHNIQUES	3.9
UNVASD024	BHAGAVAD GITA: THE SCIENCE OF SUCCESS & HAPPINESS	4.15
SLVAEV019	ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS	4.29
UNVATT021	TABLE TENNIS BASICS FUNDAMENTALS AND TECHNIQUES	3.83
SLVASH017	SCIENCE OF HAPPINESS	4.5
SLVAWP018	WRITING FOR POLICY AND POLITICS	4.28
MRM301T	RESEARCH METHODOLOGY AND BIOSTATISTICS	4.13
MPH303S	DISCUSSION/PRESENTATION (PROPOSAL PRESENTATION)	3.62
MPH302S	J CLUB	4.18
MPH304P	RESEARCH WORK	4.36
MPL303S	DISCUSSION/PRESENTATION (PROPOSAL PRESENTATION)	3.89
MPL302S	J CLUB	4.11
MPL304P	RESEARCH WORK	3.94
CS001	CLUB/SOCIETY	4.21
ENSP203	USER RESEARCH	4.27
SEC043	TECHNOLOGY IN EXPERIENCE DESIGN	4.16
ENSP255	USER RESEARCH LAB	3.86
ASAG217	LIVESTOCK AND POULTRY MANAGEMENT	4.32
ASAG215	STATISTICAL METHODS	4.04
ASAG213	ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT	4.18
ASAG211	AGRI- INFORMATICS	4.13
ASAG205	FARM MACHINERY AND POWER	3.5
ASAG209	AGRICULTURAL FINANCE AND COOPERATION	4.5
ASAG207	PRODUCTION TECHNOLOGY FOR VEGETABLE AND SPICES	4.33
ASAG203	FUNDAMENTALS OF PLANT BREEDING	4
ASAG201	CROP PRODUCTION TECHNOLOGY-I (KHARIF CROPS)	3.5


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ASAG205	FARM MACHINERY AND POWER	4.12
ASAG209	AGRICULTURAL FINANCE AND COOPERATION	4.5
ASAG217	LIVESTOCK AND POULTRY MANAGEMENT	5
APAR407A	ARCHITECTURAL CONSERVATION	3.85
APAR413A	SUSTAINABLE ARCHITECTURE	4.67
APAR519A	DISSERTATION	3.67
APAR521A	URBAN DESIGN	4.33
JMBJ201	FILM APPRECIATION AND CINEMA STUDIES	4.33
JMBJ203	RADIO PROGRAM PRODUCTION	4.33
USO103	SOCIAL PSYCHOLOGY	5
JMBJ251	RADIO PROGRAM PRODUCTION LAB	4.2
AEC001	NEW AGE LIFE SKILLS-I	4
SIBJ001	EVALUATION OF SUMMER INTERNSHIP - I	3.95
ETOECT009	CRITICAL THINKING & PROBLEM SOLVING ESSENTIALS	3.85
SJBJ301A	PUBLIC RELATIONS AND CORPORATE COMMUNICATIONS	4
SJBJ303A	COMMUNICATION RESEARCH	3.85
SJBJ353A	COMMUNICATION RESEARCH LAB	5
JMBJ301	COMMUNICATION FOR DEVELOPMENT	3.85
JMBJ303	PUBLIC RELATION AND CORPORATE COMMUNICATION	3.5
JMBJ305	DIGITAL MEDIA MARKETING	4.33
USO105	SOCIAL PROBLEMS IN INDIA	3.85
JMBJ351	DIGITAL MEDIA MARKETING PROJECT	3.5
JMBJ353	INTERNSHIP REPORT-II	3.5
SJMJ801A	RESEARCH TECHNIQUES	4.2
SJMJ803A	BROADCAST NEWS PRODUCTION	4.35
SJMJ805A	NEW MEDIA AND WEB CONTENT	4.89
SJMJ807A	MEDIA, LAW AND SOCIETY	4.5
SJMJ851A	RESEARCH TECHNIQUE LAB	3.85
SJMJ853A	BROADCAST NEWS PRODUCTION LAB	4.55

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SJMJ855A	NEW MEDIA AND WEB CONTENT LAB	4.18
SJMJ809A	SUMMER TRAINING REPORT	4
HOCT251	INDUSTRIAL TRAINING-I	4.09
UMN104	FINANCIAL MANAGEMENT	4.5
HOCT301	FOOD AND BEVERAGE PRODUCTION-IV	4.67
HOCT303	FOOD AND BEVERAGE SERVICE - IV	4.67
HOCT307	TRAVEL AND TOURISM SERVICES	4.5
HOCT355	ACCOMMODATION OPERATIONS LAB-IV	4.7
UNM104	FINANCIAL MANAGEMENT	4.5
HOCT351	FOOD AND BEVERAGE PRODUCTION LAB-IV	4.33
HOCT353	FOOD AND BEVERAGE SERVICE LAB- IV	4.38
HOCT305	ACCOMMODATION OPERATIONS-IV	4.19
HMCT402A	ADVANCE FOOD PRODUCTION MGMT-II	4.19
HMCT404A	ADVANCE FOOD & BEVERAGE SERVICES MGMT-II	4.18
HMCT406A	ADVANCE ROOMS DIVISION MGMT-II	4.19
HMCT408A	ENTREPRENEURSHIP DEVELOPMENT & BUSINESS STRGS	4.31
HMCT410A	FINANCIAL MANAGEMENT-II	4.12
HMCT412A	MANAGING HOSPITALITY HUMAN RESOURCES-II	4.33
HMCT414A	INTEGRATED MARKETING COMMUNICATION	4.17
HMCT452A	ADVANCE FOOD PRODUCTION (LAB)-II	3.89
HMCT454A	ADVANCE FOOD & BEVERAGE OPERATIONS MGT (LAB)-II	3.81
HMCT456A	ADVANCE FRONT OFFICE OPERATIONS MGT (LAB)-II	4.38
HMCT458A	ADVANCE HOUSEKEEPING OPERATIONS MGT (LAB)-II	4.38
BP301T	PHARMACEUTICAL ORGANIC CHEMISTRY II - THEORY	4.19
BP302T	PHYSICAL PHARMACEUTICS I - THEORY	4.17

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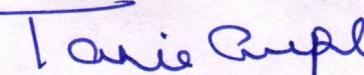
BP303T	PHARMACEUTICAL MICROBIOLOGY - THEORY	4.31
BP304T	PHARMACEUTICAL ENGINEERING - THEORY	4.12
BP305P	PHARMACEUTICAL ORGANIC CHEMISTRY II - PRACTICAL	4.33
BP306P	PHYSICAL PHARMACEUTICS I PRACTICAL	4.17
BP307P	PHARMACEUTICAL MICROBIOLOGY - PRACTICAL	4.33
BP308P	PHARMACEUTICAL ENGINEERING - PRACTICAL	4.5
BP501T	MEDICINAL CHEMISTRY II - THEORY	4.22
BP502T	INDUSTRIAL PHARMACY I - THEORY	3.83
BP503T	PHARMACOLOGY II - THEORY	4.14
BP504T	PHARMACOGNOSY AND PHYTOCHEMISTRY II - THEORY	4.33
BP505T	PHARMACEUTICAL JURISPRUDENCE - THEORY	4.67
BP506P	INDUSTRIAL PHARMACY I - PRACTICAL	4.14
BP507P	PHARMACOLOGY II - PRACTICAL	3.5
BP508P	PHARMACOGNOSY AND PHYTOCHEMISTRY II - PRACTICAL	4.5
SEED345A	LANGUAGE ACROSS THE CURRICULUM	4.33
SEED349A	STORY TELLING AND CHILDRENS LITERATURE	4.2
SEED347A	TOTAL QUALITY MANAGEMENT IN EDUCATION	3.9
SEED371A	POLITICAL SCIENCE III	4.1
SEED351A	ACADEMIC ENRICHMENT ACTIVITIES	4.5
SEED353A	SCHOOL ENGAGEMENT I	4.6
SEED377A	CHILDHOOD AND GROWING UP	3.5
SEED375A	ECONOMICS III	4.5
SEED355A	ENGLISH III	4.21
SEED477A	RESEARCH PROJECT I (CASE STUDY)	3.55
SEED479A	SCHOOL INTERNSHIP	4.55
ADAR201	ARCHITECTURAL DESIGN-II	4.18

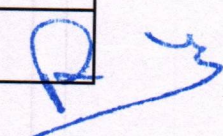
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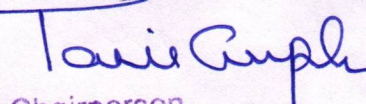
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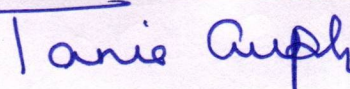
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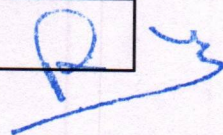
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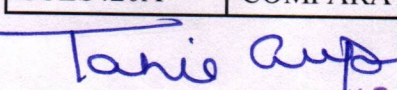
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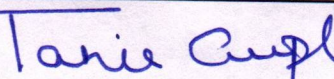
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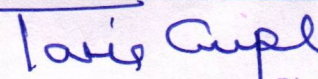
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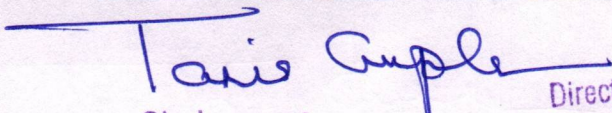
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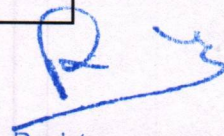

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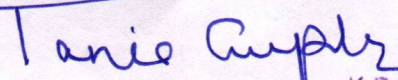
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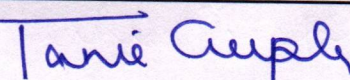
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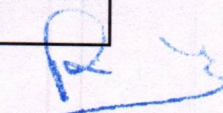
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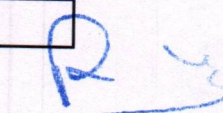
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SLPLCG101	CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA	3.67
SLPLIP102	INTRODUCTION TO POLITICAL THEORY	4.14
SLPLIR103	INTERNATIONAL RELATIONS : OVERVIEW, CONCEPTS, AND CHALLENGES	4.14
SLPLIF104	INDIAS FORIEGN POLICY: EVOLUTION AND CHANGING DYNAMICS	4.14
MCBMAC101	FINANCIAL ACCOUNTING	4.5

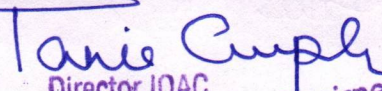
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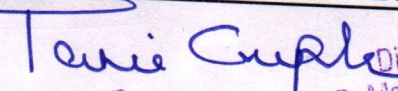
MCBMHS101	FINANCIAL MARKETS AND INSTITUTIONS	4.33
MCBMHS102	COMMERCIAL LAWS	4.33
MCBMHS151	FOUNDATIONS OF DATA SCIENCE	3.83
MCBMHS103	EMOTIONAL INTELLIGENCE	4.17
BSCHIC101	INORGANIC CHEMISTRY-I	3.75
BSCHIC151	INORGANIC CHEMISTRY-I PRACTICALS	4
BSCHOC102	ORGANIC CHEMISTRY-I	4
BSCHOC152	ORGANIC CHEMISTRY-I PRACTICALS	3.5
BSCHPC103	PHYSICAL CHEMISTRY-IÂ	4.5
BSCHPC153	PHYSICAL CHEMISTRY-I PRACTICALSÂ	4.5
BSEDE101	DATA EXPLORATION AND ANALYSIS USING EXCEL	3.95
BSFSCH103	INORGANIC AND ORGANIC CHEMISTRY-I	5
BSFSFC102	FORENSIC CRIMINOLOGY	4
BSFSIF101	INTRODUCTION TO FORENSIC SCIENCE	4
BSFSPC151	PRACTICAL-CHEMISTRY I	3.87
BSFSPH104	FORENSIC PHOTOGRAPHY	4.5
BSFSFP152	FORENSIC PRACTICAL I	4.5
BSFSCB105	CELL BIOLOGY	3.94
BSFSEP105	ELEMENTS OF PHYSICS	5
BSFSEP106	ELEMENTS OF PHYSICS	4
BPAH105	INTRODUCTION TO QUALITY AND PATIENT SAFETY	4.38
BPAH104	PROFESSIONAL COMMUNICATION AND SOFT SKILLS IN HEALTHCARE I	4.16
BPEMT102	EMERGENCY MEDICAL SERVICES	4.16
BPAH154	INTRODUCTION TO QUALITY AND PATIENT SAFETY	4.09
BPAH106	HEALTHCARE INFORMATICS AND DATA ANALYTICS	4.67
BPAH103	BIOCHEMISTRY	4.2
BPAH153	BIOCHEMISTRY	4.2
BPAH101	HUMAN ANATOMY AND PHYSIOLOGY - I	4
BPAH151	HUMAN ANATOMY AND PHYSIOLOGY - I	4.14


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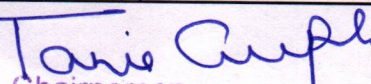
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BPEMT152	EMERGENCY MEDICAL SERVICES	4.5
ADFAAA152	FOUNDATION OF APPLIED ART-I	4.33
ADFAHA101	HISTORY OF ART -I	4.33
ADFAVA151	FOUNDATION OF VISUAL ARTS -I	3.83
ADSEIM124	INTRODUCTION TO PRINT MAKING-I	4.17
ADSEIS123	INTRODUCTION TO SCULPTURE-I	3.83
ETRIRP108	ROBOTICS PROJECT	4.17
ASAGAG103	FUNDAMENTALS OF AGRONOMY	4.17
ASAGFB101	FARMING BASED LIVELIHOOD SYSTEMS	4
ASAGHR105	FUNDAMENTALS OF HORTICULTURE	4.33
ASAGRS102	RURAL SOCIOLOGY AND EDUCATIONAL PSYCHOLOGY	4.33
ASAGSE106	POST-HARVEST PROCESSING TECHNOLOGY	5
ASAGSE114	AGRICULTURE WASTE MANAGEMENT	4.67
ASAGSS104	FUNDAMENTALS OF SOIL SCIENCE	5
AGAEC003	COMMUNICATION SKILLS	5
AGAENC004	NATIONAL SERVICE SCHEME	4.67
ASAGBI107	BASIC BIOLOGY	5
AGAGMA106	INTRODUCTORY MATHEMATICS	4.2
ASAGMA106	INTRODUCTORY MATHEMATICS	5
MCBBET101	BASICS OF E-COMMERCE	4
MCSEIB122	IDEATION TO BUSINESS & DESIGN THINKING	4
MCBBET102	STARTUP ECOSYSTEM AND POLICIES	4
MCAECM102	CORPORATE MANAGEMENT SKILLS-I	4.5
MCBBAG106	OPERATIONS MANAGEMENT	4.5
LSCCJU506	JURISPRUDENCE	3.6
LSCCLL601	LABOUR INDUSTRIAL LAW-I	5
LSCCCL304	CONSTITUTIONAL LAW-I	4
LSCCFL303	FAMILY LAW-I	4.38
LSCCBN305	LAW OF CRIMES-I	4.16
MSMPSA102	SELF-AWARENESS	4.16
MPL101T	MODERN PHARMACEUTICAL ANALYTICAL TECHNIQUES	4.09

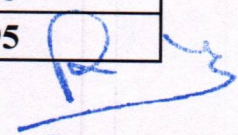

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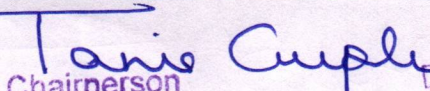
MPL102T	ADVANCED PHARMACOLOGY-I	4.67
MPL103T	PHARMACOLOGICAL AND TOXICOLOGICAL SCREENING METHODS-I	4.2
MPL104T	CELLULAR AND MOLECULAR PHARMACOLOGY	4.2
MPL106S	SEMINAR/ASSIGNMENT	4
MPL105P	PHARMACOLOGY PRACTICAL I	4.2
MSMTAI101	ARTIFICIAL INTELLIGENCE IN PHARMACEUTICAL SCIENCES	4.26
MCMBDM171	FOUNDATIONS OF MARKETING & CUSTOMER STRATEGIES	4.29
MCMBFT171	DIGITAL PAYMENTS EVOLUTION AND TOOLS	3.57
ETBYCR104	FOUNDATIONS OF COMPUTING AND CAREER READINESS	3.86
ETBCPP103	FOUNDATIONS OF PROGRAMMING USING PYTHON	4.14
BPRT102	INTRODUCTION TO RESPIRATORY CARE TECHNOLOGY	4.14
BPRT152	INTRODUCTION TO RESPIRATORY CARE TECHNOLOGY	4.14
BPCVT102	BASIC ELECTROCARDIOGRAPHY	4.5
BPCVT152	BASIC ELECTROCARDIOGRAPHY	4.33
SLELBL101	BRITISH LITERATURE UPTO 15TH CENTURY	4.33
SLELBR104	BRITISH ROMANTIC LITERATURE	3.83
SLELIW102	INDIAN WRITING IN ENGLISH	4.17
SLELPL103	POPULAR LITERATURE	3.83
MCBBDM101	FUNDAMENTALS OF DIGITAL BUSINESS	4.17
MCBBDM102	SOCIAL MEDIA MANAGEMENT	5
MCBBDM151	FUNDAMENTALS OF DIGITAL MARKETING	4.42
MCSEWP127	WEBSITE PLANNING AND DEVELOPMENT AND CODING	4.58
BPT101	ANATOMY	4.08
BPT106	ENVIRONMENTAL STUDIES	4.26
BPT105P	EXERCISE THERAPY-I- PRACTICAL	4.11
BPT105	EXERCISE THERAPY-I	4.05
BPT104	ELECTROTHERAPY-I	3.95


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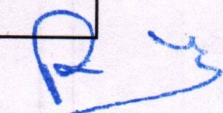
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BPT103	BIOCHEMISTRY	4.11
BPT102P	PHYSIOLOGY-PRACTICAL	3.89
BPT104P	ELECTRO THERAPY-I-PRACTICAL	4.47
BPT102	PHYSIOLOGY	4.05
BPT101P	ANATOMY-PRACTICAL	3.89
SLAPAC102	APPLIED COGNITIVE PSYCHOLOGY	4.11
SLAPAS103	APPLIED SOCIAL PSYCHOLOGY	4.25
SLAPBB104	BIOLOGICAL BASIS OF BEHAVIOUR	4
SLAPCP106	COGNITIVE PSYCHOLOGY PRACTICAL	4.38
SLAPIA101	INTRODUCTION TO APPLIED PSYCHOLOGY	4.13
SLAPSM105	STATISTICAL METHODS	4.13
EDELCE101	EVOLUTION AND CONTEMPORARY INDIAN EDUCATION	4.13
EDELCM103	CORE MATHEMATICS-I	4.5
EDELCN104	CORE NATURAL SCIENCES-I	4.63
EDELCS105	CORE SOCIAL SCIENCES-I	4.75
EDELFA151	PERFORMING AND FINE ARTS	4.5
EDELNL102	NATURE OF LANGUAGE-I	4.5
EDELSC152	SCHOOL CONTACT PROGRAMME-I	4.6
SJMJCT101	COMMUNICATION THEORIES & MODELS	4.6
SJMJCU102	CURRENT AFFAIRS AND GLOBAL MEDIA	5
SJMJFC103	FACT-CHECKING & MEDIA LITERACY	4.6
SJMJMU104	MULTIMEDIA JOURNALISM	3.92
SJMJPH105	PHOTOGRAPHY & IMAGE EDITING	4
SJMJGR106	GRAPHIC DESIGN AND AI TOOLS	3.93
BSMFCS173	CRIME SCENE MANAGEMENT AND FORENSIC PHYSICS	3.93
BSMFDR175	DERMATOGLYPHICS AND IMPRESSIONS	3.93
BSMFFC172	FORENSIC CHEMISTRY AND TOXICOLOGY	4.27
BSMFFP186	FORENSIC PRACTICAL I	3.8


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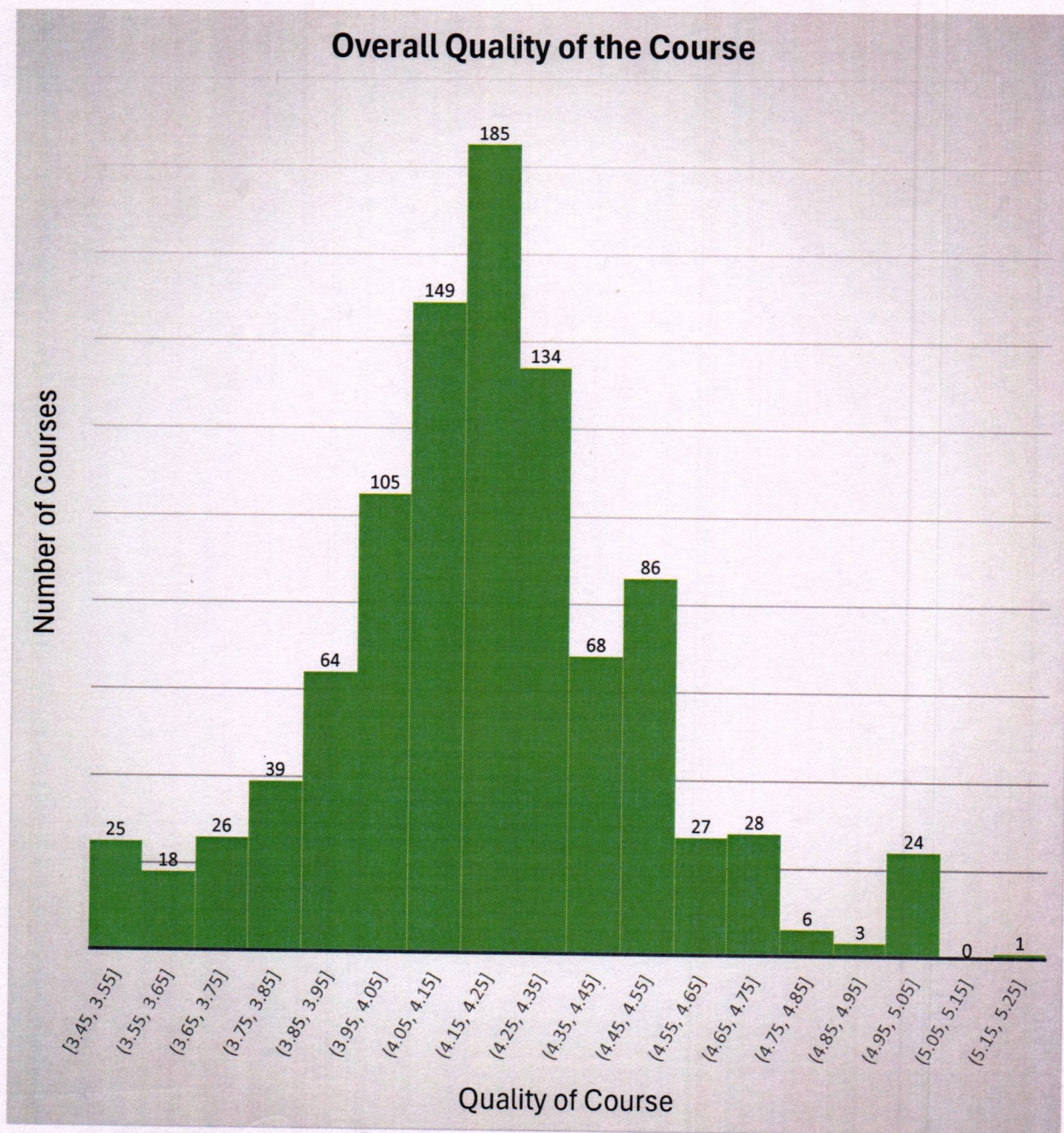

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BSMFIF171	INTRODUCTION TO FORENSIC SCIENCE AND LAW	4.07
BSMFIN174	INSTRUMENTATION	3.85
BSPHEM102	ELECTRICITY AND MAGNETISM	4.15
BSPHEM152	ELECTRICITY AND MAGNETISMÂ LAB	3.62
BSPHMC202	MECHANICS	4
BSPHMP101	MATHEMATICAL PHYSICS I	3.69
BSSEIW125	INSTRUMENTATION AND PHYSICS WORKSHOP SKILLS	3.95
MPH101T	MODERN PHARMACEUTICAL ANALYTICAL TECHNIQUES	3.67
MPH102T	DRUG DELIVERY SYSTEM	5
MPH103T	MODERN PHARMACEUTICS	3.67
MPH104T	REGULATORY AFFAIR	4
MPH106S	SEMINAR ASSIGNMENT	4.47
MPH105P	PHARMACEUTICS PRACTICAL I	4.07

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The above histogram illustrates the distribution of the overall quality ratings awarded by students to **988 courses** offered during the Odd Semester 2025–26. The distribution is concentrated between **4.00 and 4.50**, indicating that the majority of courses received high levels of student satisfaction.

The highest frequency of courses (**185 courses**) falls within the **4.15–4.25** rating range, followed by **149 courses** in the **4.05–4.15** range and **134 courses** in the **4.25–4.35** range. This concentration demonstrates that a substantial proportion of courses were perceived as meeting or exceeding students' expectations regarding curriculum quality, teaching effectiveness, and overall learning experience.

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Only a relatively small number of courses received ratings below **3.85**, suggesting that student dissatisfaction was limited to a few isolated courses. Likewise, fewer courses received exceptionally high ratings above **4.75**, indicating that while outstanding performance exists, most courses consistently fall within the high-performing range rather than at the extremes. Overall, the distribution exhibits a **positively skewed pattern towards higher ratings**, reflecting a strong institutional commitment to academic quality and effective curriculum delivery. The findings indicate that students are generally satisfied with the quality of courses offered by the University. At the same time, the small number of comparatively lower-rated courses provides valuable inputs for IQAC and the respective Schools to undertake focused review and continuous quality improvement initiatives.

Key Findings

- The majority of the **988 courses** received ratings between **4.00 and 4.50**, indicating high overall student satisfaction.
- The largest cluster of courses (**185**) achieved ratings in the **4.15–4.25** range.
- Very few courses were rated below **3.85**, suggesting limited areas of concern.
- The distribution reflects consistency in curriculum quality and teaching-learning practices across academic programmes.
- The results validate the effectiveness of the University's quality assurance mechanisms while identifying a small number of courses for targeted academic review and enhancement.

Section III (b): Overall Quality of the Course for Quality in Programmes

S.NO.	PROGRAMME	OVERALL, THIS COURSE MET MY EXPECTATIONS FOR THE QUALITY OF THE PROGRAMME.
1.	B.COM (H) (INTERNATIONAL ACCOUNTING & FINANCE) (ACCA- UK)	4.41
2.	B.COM (H) (INTERNATIONAL ACCOUNTING & FINANCE) (ACCA- UK) (RESEARCH)	4.40
3.	B.COM (H) (RESEARCH)	4.25
4.	B.SC. (HONS. / HONS. WITH RESEARCH) FORENSIC SCIENCE	4.02
5.	B.SC. (HONS.) CARDIOVASCULAR TECHNOLOGY	4.22
6.	B.SC. (HONS.) EMERGENCY MEDICAL TECHNOLOGY	4.12
7.	B.SC. (HONS.) RESPIRATORY TECHNOLOGY	4.01

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8.	B.TECH CSE (FULL STACK)	4.16
9.	B.TECH CSE (UX OR UI)	4.44
10.	B.TECH CSE (CYBER SECURITY) EC-COUNCIL	4.42
11.	B.TECH CSE (DS) IBM	4.15
12.	B.TECH CSE (ROBOTICS & AI)	4.17
13.	BACHELOR OF ARCHITECTURE	4.18
14.	BACHELOR OF ARTS	4.12
15.	BACHELOR OF ARTS (HONS) POLITICAL SCIENCE	4.18
16.	BACHELOR OF ARTS - FASHION DESIGN	4.12
17.	BACHELOR OF BUSINESS ADMINISTRATION	4.16
18.	BACHELOR OF COMMERCE	4.08
19.	BACHELOR OF COMMERCE (HONS)	4.06
20.	BACHELOR OF DESIGN (B. DES.)	4.05
21.	BACHELOR OF DESIGN (GAME DESIGN AND ANIMATION)	4.23
22.	BACHELOR OF EDUCATION	4.21
23.	BACHELOR OF ELEMENTARY EDUCATION	4.20
24.	BACHELOR OF HOTEL MANAGEMENT, CATERING & TECHNOLOGY	4.17
25.	BACHELOR OF INTERIOR DESIGN	4.23
26.	BACHELOR OF PHARMACY	4.22
27.	BACHELOR OF PHYSIOTHERAPY	4.24
28.	BACHELOR OF SCIENCE (HONS) - COMPUTER SCIENCE	4.20
29.	BACHELOR OF SCIENCE (HONS) - CYBER SECURITY	4.21
30.	BACHELOR OF SCIENCE (HONS) - DATA SCIENCE	4.24
31.	BACHELOR OF SCIENCE (HONS) AGRICULTURE	4.22
32.	BACHELOR OF SCIENCE (INTERIOR DESIGN)	4.18
33.	BACHELOR OF TECHNOLOGY - COMPUTER SCIENCE & ENGINEERING	4.19
34.	BACHELOR OF TECHNOLOGY - COMPUTER SCIENCE & ENGINEERING (ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING)	4.17
35.	BACHELOR OF TECHNOLOGY - MECHANICAL ENGINEERING	4.09
36.	BBA (BUSINESS INTELLIGENCE & ANALYTICS) ERNST & YOUNG (EY)	4.17
37.	BBA (DIGITAL MARKETING)	4.16

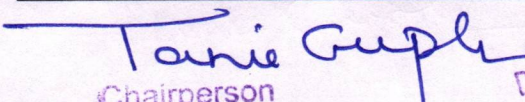
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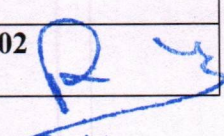
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38.	BBA (ENT.) WITH GCEC GLOBAL	4.15
39.	BBA (H) (ENT.) WITH GCEC GLOBAL (RESEARCH)	4.09
40.	BBA (H) (INTERNATIONAL ACCOUNTING & FINANCE) (ACCA- UK) (RESEARCH)	4.06
41.	BBA (H) (RESEARCH)	4.03
42.	BBA (H) LSCM SAFESPRESS (RESEARCH)	4.04
43.	BBA (H) IN BI AND ANALYTICS SAMATRIX (RESEARCH)	4.02
44.	BBA (HONS. / HONS. WITH RESEARCH) (DIGITAL MARKETING)	4.14
45.	BBA (HONS. / HONS. WITH RESEARCH) BUSINESS INTELLIGENCE & ANALYTICS ERNST & YOUNG (EY)	4.15
46.	BBA (INTERNATIONAL ACCOUNTING & FINANCE) (ACCA- UK)	4.13
47.	BBA AND MBA INTEGRATED	4.11
48.	BBA LSCM SAFESPRESS	4.12
49.	BCA (SP AI & DS)	4.11
50.	BACHELOR OF ARTS (HONOURS) IN CHINESE	4.17
51.	BACHELOR OF ARTS (HONOURS) IN ECONOMICS	4.04
52.	BACHELOR OF ARTS (HONOURS) IN ENGLISH	4.02
53.	BACHELOR OF ARTS (HONOURS) IN PSYCHOLOGY	4.22
54.	BACHELOR OF ARTS (HONOURS/HONOURS WITH RESEARCH) IN ECONOMICS	4.12
55.	BACHELOR OF ARTS (HONOURS/HONOURS WITH RESEARCH) IN ENGLISH	4.12
56.	BACHELOR OF ARTS (HONOURS/HONOURS WITH RESEARCH) IN JOURNALISM AND MASS COMMUNICATION	4.13
57.	BACHELOR OF ARTS (HONOURS/HONOURS WITH RESEARCH) IN POLITICAL SCIENCE	4.02
58.	BACHELOR OF ARTS (HONOURS/HONOURS WITH RESEARCH) IN PSYCHOLOGY	4.01
59.	BACHELOR OF ARTS (JOURNALISM AND MASS COMMUNICATION)	4.16
60.	BACHELOR OF ARTS BACHELOR OF LAW (HONOURS)	4.02


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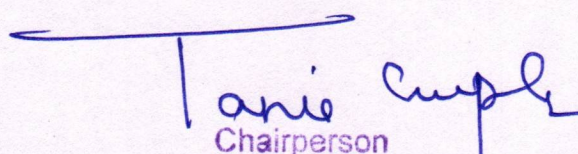
61.	BACHELOR OF BUSINESS ADMINISTRATION BACHELOR OF LAW (HONOURS)	4.29
62.	BACHELOR OF COMMERCE BACHELOR OF LAW (HONOURS)	4.27
63.	BACHELOR OF COMPUTER APPLICATIONS (HONOURS WITH RESEARCH) IN ARTIFICIAL INTELLIGENCE AND DATA SCIENCE	4.22
64.	BACHELOR OF COMPUTER APPLICATIONS (HONOURS/HONOURS WITH RESEARCH) IN ARTIFICIAL INTELLIGENCE AND DATA SCIENCE	4.02
65.	BACHELOR OF DESIGN (B. DES.) IN FASHION DESIGN	4.14
66.	BACHELOR OF DESIGN (B. DES.) UX & ID	4.15
67.	BACHELOR OF DESIGN (B.DES.) (HONS. / HONS. WITH RESEARCH) (UX/UI & INTERACTION DESIGN)	4.13
68.	BACHELOR OF DESIGN (B.DES.) (HONS. / HONS. WITH RESEARCH) FASHION DESIGN	4.11
69.	BACHELOR OF DESIGN (B.DES.) (HONS. / HONS. WITH RESEARCH) GAME DESIGN & ANIMATION	4.12
70.	BACHELOR OF DESIGN (B.DES.) (HONS. / HONS. WITH RESEARCH) INTERIOR DESIGN	4.11
71.	BACHELOR OF DESIGN (B.DES.) (INTERIOR DESIGN)	4.17
72.	BACHELOR OF FINE ARTS (BFA)	4.04
73.	BACHELOR OF LAW (HONOURS)	4.02
74.	BACHELOR OF SCIENCE (HONOURS) IN CHEMISTRY	4.22
75.	BACHELOR OF SCIENCE (HONOURS) IN FORENSIC SCIENCE	4.12
76.	BACHELOR OF SCIENCE (HONOURS) IN MATHEMATICS	4.12
77.	BACHELOR OF SCIENCE (HONOURS) IN PHYSICS	4.13
78.	BACHELOR OF SCIENCE (HONOURS/HONOURS WITH RESEARCH) IN CHEMISTRY	4.02
79.	BACHELOR OF SCIENCE (HONOURS/HONOURS WITH RESEARCH) IN MATHEMATICS	4.01

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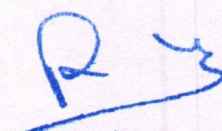
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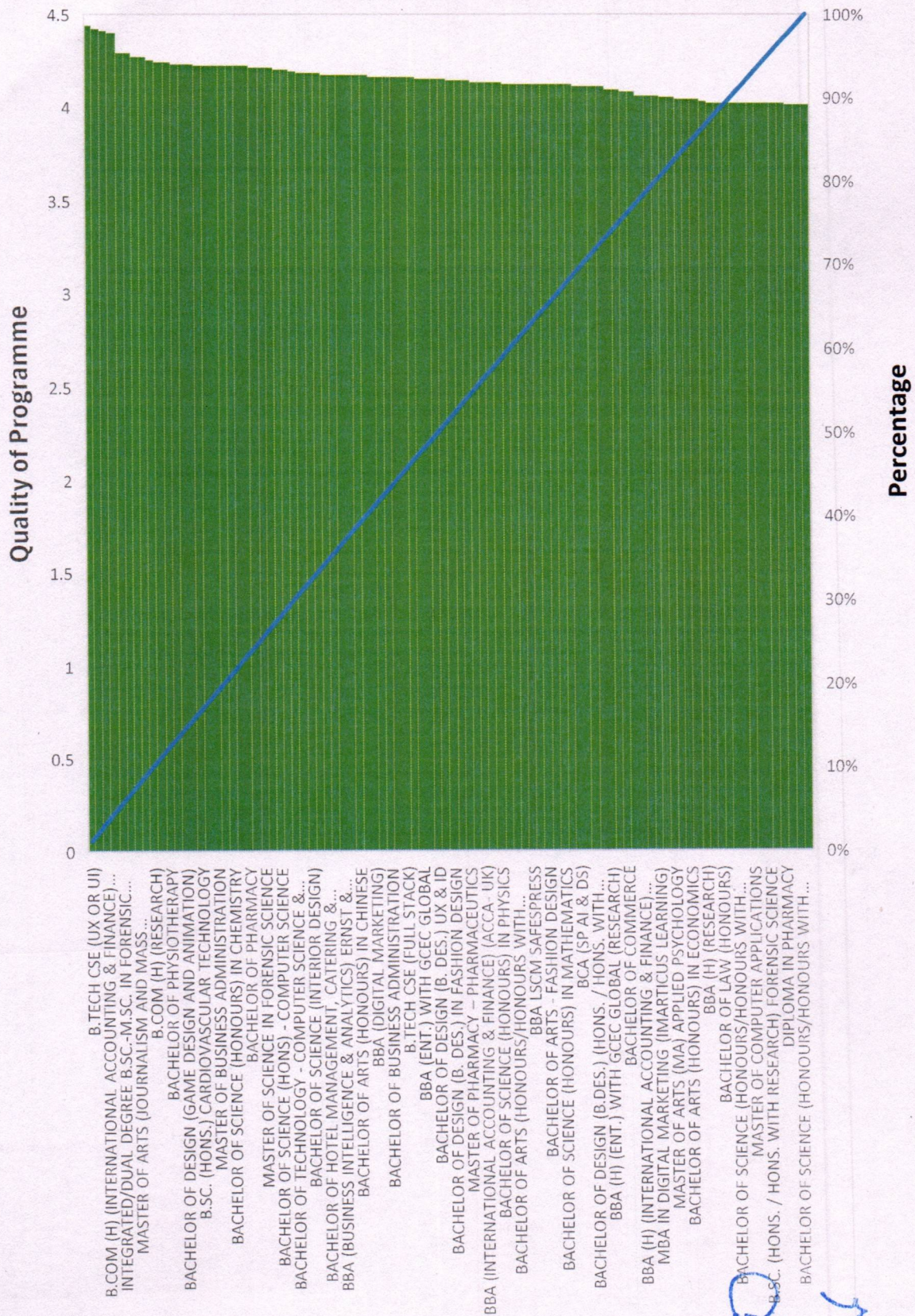
80.	BACHELOR OF SCIENCE (HONOURS/HONOURS WITH RESEARCH) IN PHYSICS	4.16
81.	DIPLOMA IN PHARMACY	4.02
82.	INTEGRATED/DUAL DEGREE B.SC.- M.SC. IN FORENSIC SCIENCE	4.29
83.	MASTER OF ARTS (JOURNALISM AND MASS COMMUNICATION)	4.27
84.	MASTER OF BUSINESS ADMINISTRATION	4.22
85.	MASTER OF COMPUTER APPLICATIONS	4.02
86.	MASTER OF PHARMACY – PHARMACEUTICS	4.14
87.	MASTER OF PHARMACY – PHARMACOLOGY	4.16
88.	MBA (FINTECH)	4.08
89.	MBA IN DIGITAL MARKETING (IMARTICUS LEARNING)	4.06
90.	MASTER OF ARTS (MA) APPLIED PSYCHOLOGY	4.05
91.	MASTER OF LAW	4.23
92.	MASTER OF SCIENCE IN FORENSIC SCIENCE	4.21


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Overall Quality of Programme



Programme

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The graph presents the average student feedback scores for the overall quality of programmes offered across different Schools and disciplines during the **Odd Semester 2025–26**. The programmes are arranged in descending order based on their average ratings, providing a comparative overview of student satisfaction across the University.

The analysis indicates that **all programmes have received average ratings of approximately 4.00 or above on a five-point scale**, reflecting a consistently high level of student satisfaction with programme quality. The highest-rated programmes recorded scores close to **4.45**, while the lowest-rated programmes remained around **4.00**, demonstrating only a narrow variation in performance. This limited spread in scores indicates that academic quality is maintained consistently across the University's diverse programmes.

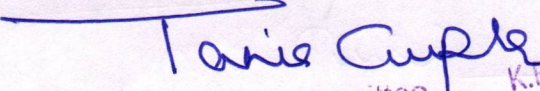
The graph further demonstrates that students generally perceive the programmes as academically relevant, well-structured, and supportive of their learning and professional development. The absence of significant fluctuations or extremely low ratings suggests that the University's curriculum design, teaching-learning processes, assessment practices, and academic support systems are effectively implemented across different Schools.

Although a few programmes have comparatively lower ratings, these differences are marginal and provide useful opportunities for programme coordinators and respective Schools to undertake focused academic review and further strengthen curriculum delivery, student engagement, and learning support services. Such continuous review aligns with the University's quality assurance framework to evidence-based academic enhancement.

Overall, the findings indicate that the University has established a **uniform culture of academic excellence**, with consistently positive student perceptions across programmes. The results validate the effectiveness of institutional quality assurance mechanisms and demonstrate that the majority of programmes successfully meet students' expectations in terms of academic quality, curriculum relevance, and overall educational experience.

Key Findings

- All academic programmes achieved **average student satisfaction scores of approximately 4.00 or above**, indicating a positive perception of programme quality.
- The highest-rated programmes recorded average scores close to **4.45**, reflecting excellent academic performance and student satisfaction.
- The narrow range of ratings between programmes indicates **consistency in quality standards** across Schools and departments.


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- No programme received a poor or unsatisfactory rating, demonstrating effective implementation of the University's teaching-learning and curriculum processes.
- The graph highlights only minor variations among programmes, suggesting opportunities for continuous improvement rather than major corrective interventions.
- The findings affirm the effectiveness of the University's quality assurance initiatives and support the objective of continuous academic excellence through regular feedback analysis and curriculum enhancement.

Section III: Analysis and Interpretation

The course-wise analysis demonstrates that students across various Schools expressed a high level of satisfaction with the quality of academic programmes offered during the Odd Semester 2025–26. Most courses received average ratings exceeding **4.00**, indicating effective curriculum delivery, competent faculty, appropriate learning resources and positive student experiences.

A small number of courses recorded comparatively lower ratings. These courses have been identified for detailed review by the respective Schools to examine aspects such as curriculum content, teaching methodology, practical exposure, student engagement and assessment strategies.

Overall, the analysis confirms that the University's quality assurance mechanisms are functioning effectively and that continuous feedback-based improvements are contributing significantly to academic excellence and student satisfaction.

21. Mention any topic(s) that you suggest to be added, deleted or modified in the course content.

- Include more industry-related examples and case studies.
- Add practical sessions or hands-on activities wherever possible.
- Allocate more time to important and challenging topics.

22. Mention any changes that you suggest the teacher to adopt for delivering a better experience to future students.

- Provide timely and constructive feedback on assignments.
- Relate theoretical concepts to practical and industry applications.
- Provide guidance on examination preparation and answer-writing techniques.
- Include more group activities, presentations, and case discussions.

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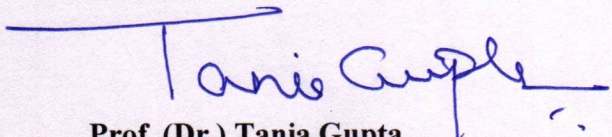
Conclusion

The Student Feedback Analysis for the **Odd Semester 2025-26** indicates that students are highly satisfied with the quality of teaching-learning processes, curriculum design, evaluation practices, and overall academic programmes offered by K.R. Mangalam University. The analysis of feedback received across various Schools and programmes reveals that the majority of indicators achieved **average scores above 4.00 on a five-point scale**, reflecting a strong culture of academic excellence and student-centric education.

The findings demonstrate that faculty members are well-prepared, approachable, and committed to delivering quality education through learner-centric pedagogies, effective use of ICT-enabled teaching methods, timely completion of the syllabus, and transparent evaluation practices. Similarly, students acknowledged that the curriculum is well-structured, professionally relevant, and capable of supporting both higher education and career development.

The course-wise and programme-wise analyses further indicate consistency in academic quality across disciplines, with only minor variations among courses and programmes. While a few courses and programmes received comparatively lower ratings, these represent opportunities for continuous improvement rather than areas of major concern. The feedback provides valuable insights for the respective Schools to review curriculum content, strengthen pedagogical practices, enhance industry engagement, and improve student support mechanisms wherever required.

Overall, the results affirm the effectiveness of the University's Internal Quality Assurance System in promoting continuous academic improvement through systematic stakeholder feedback. The Feedback Committee under the aegis of the Internal Quality Assurance Cell (IQAC) will communicate the findings to the concerned Schools, Departments, Boards of Studies, and academic administrators for appropriate action. The recommendations emerging from this analysis will be incorporated into curriculum review, faculty development programmes, teaching-learning innovations, mentoring initiatives, and other quality enhancement activities.


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