



MANAV RACHNA
UNIVERSITY 
(Declared as State Private University vide Haryana Act 26 of 2014)

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ANNUAL REPORT
on
Stakeholder Feedback
Academic Year 2017-18

Dean (Academics)
Dean (Academics)
Manav Rachna University Road,
43, Aravali Hills, Surajkund Road,
Faridabad-121001



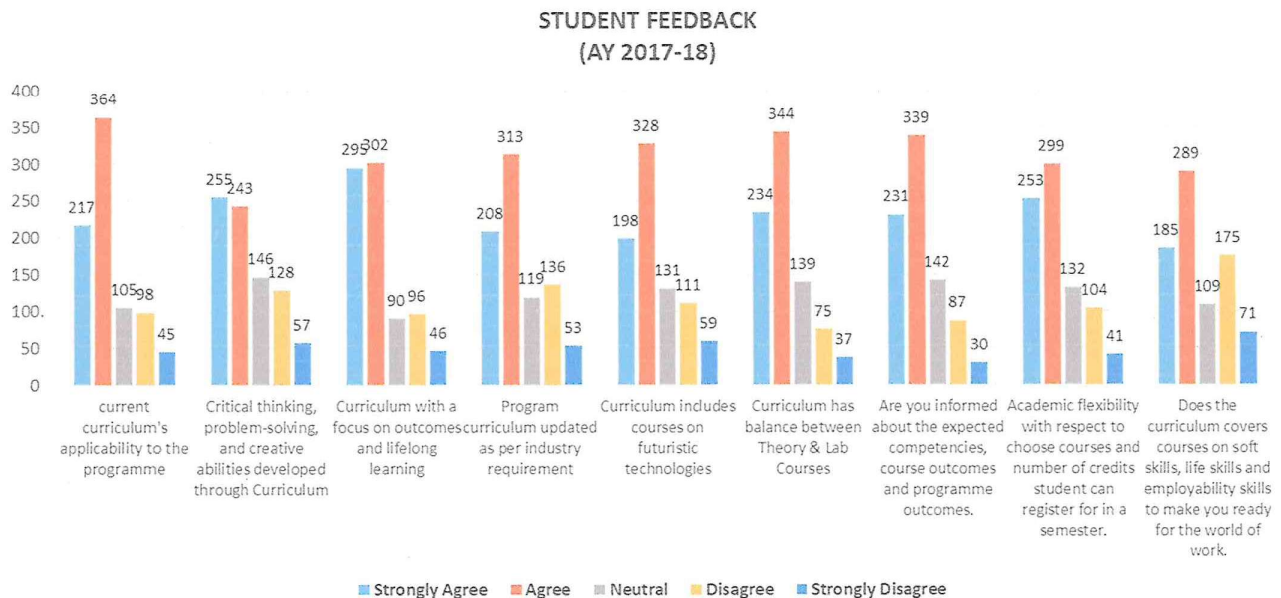
Feedback Analysis of Stakeholders and Action Taken Report

Academic Year 2017-18

The purpose of the feedback is to track, evaluate, and enhance the overall effectiveness of the MRU teaching and learning process. The academic system of Manav Rachna University is strengthened and improved through the feedback of various stakeholders, such as students, faculty members, alumni, and employers on curriculum creation and development. Once received, the feedback from the various stakeholders is compiled and examined to determine the best course of action for syllabus modifications, curriculum restructuring, and quality improvement. To maintain transparency, the entire feedback report is hosted on the institution's website. A dedicated Comments Committee oversees the entire process of receiving feedback.

A. Student

A key element of successful learning and enhancing the student's learning experiences is feedback from the learner. Student feedback facilitates students' participation in the teaching and learning process. Feedback from students on various parts of the curriculum was gathered during the academic year 2017–18. These included academic flexibility with regard to course selection, the balance between theory and lab components, the updating or appropriateness of the program's curriculum in light of industry requirements, and the emphasis on skill-based & multidisciplinary courses for the students' overall development. Out of the 829 respondents, 86% students were highly in agreement to the curriculum objectives being met.



Signature

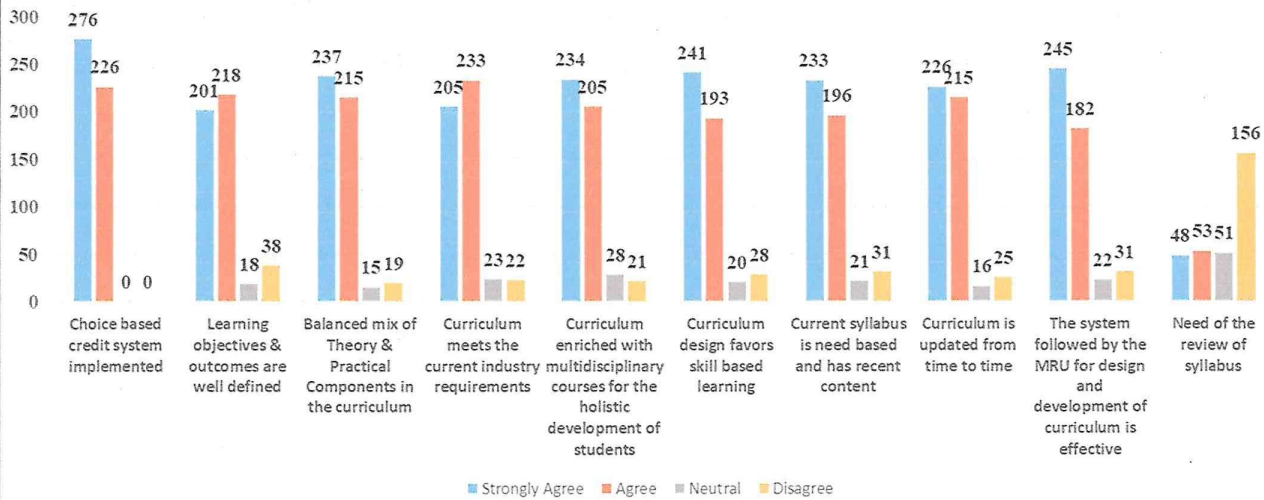
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B. Faculty

The objective of the curriculum input from the faculty is to update or change the curriculum to better fulfil the needs of students' further education, entrepreneurship, or employability. A variety of curriculum-related topics, including the successful implementation of CBCS, balancing theory and practice in the curriculum, suitability to meet industry demands, inclusion of skill-based and multidisciplinary courses, and regular revision requirements, were the subject of faculty feedback for 502 courses in the AY 2017–2018. Analysis depicts satisfaction in recent curriculum advancement in more than 88% of responses. Around 8% showed disagreement and provided inputs for improvements.

FACULTY FEEDBACK (AY 2017-18)



ACTION TAKEN REPORT

A. Student

S. No.	Feedback	Action Taken Report
1.	Skill enhancement sessions/courses for greater job opportunities.	Training sessions on ANSYS, Arduino, Hyper mesh conducted during the summer training
2.	Interdisciplinary courses should be offered.	AICTE model curriculum adopted which offers Open elective basket from various domains.
3.	Students should be given grades for completing online courses from prestigious national and International institutions.	Mapping of core/elective courses through NPTEL & MOOC is done by the respective departments.
4.	Master level students must be directly engaged with hands on activities.	Workshop/Software based courses introduced in the PG program curriculum.
5.	More hours required for dissertation work.	Tutorials deleted from M.Tech. program offered by the Mechanical Engineering Department.



B. Faculty

S. No.	Feedback	Action Taken Report
1	Implementation of AICTE curriculum	AICTE Model curriculum implemented across all the engineering programs.
2	Specializations should be introduced in the curriculum	Specialization in Data Science & Machine Learning, Digital Transformation Engineering in collaboration with industry academia partner XEBIA was introduced.
3.	Suggestions for introduction of contemporary courses in law programs	Courses on cost accounting & corporate accounting introduced in B.Com LLB.
4.	Multi-disciplinary courses should be introduced for more flexibility and opportunities in multiple fields.	B.Tech in Electronics & Computer Engineering program is proposed from 2018 onwards to have a blend of Electronics & Computer courses.
5.	Industry specific modules can be introduced in the course contents.	Modules related to 3D software, CNC, Production planning & control were introduced in B.Tech. Mechanical Engineering.

Singh

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