



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 2018-19

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



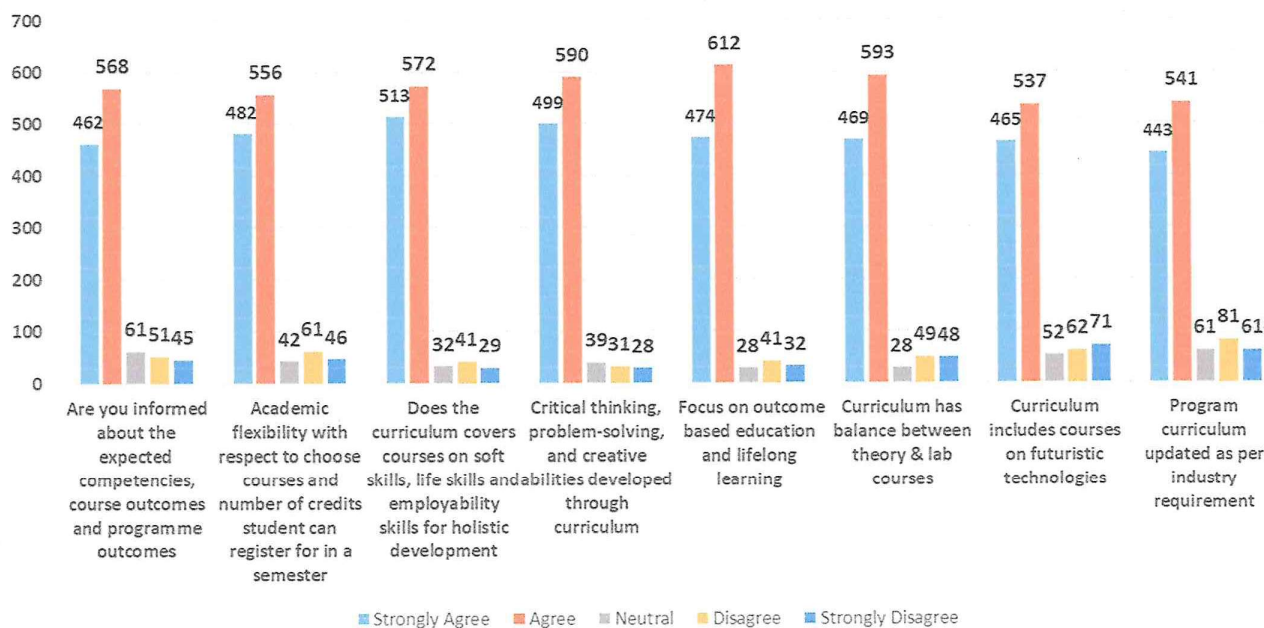
Feedback Analysis of Stakeholders and Action Taken Report Academic Year 2018-19

The purpose of feedback is to monitor, review, and improve the overall quality of the teaching and learning process at MRU. Feedback from various stakeholders, including students, faculty, alumni, and employers, is reflected in the design and development of curricula to strengthen and improve the academic system of Manav Rachna University. Once submitted, feedback from various stakeholders is collected and analyzed, and appropriate actions are taken periodically to revise the curriculum, restructure the curriculum, and improve quality. The full feedback report is hosted on the institution's website for transparency. The entire feedback process is conducted by a dedicated Feedback committee.

A. Student

For learning to be effective and for students to have more positive learning experiences, feedback from other students is crucial. Students' engagement in the teaching and learning process is made easier by the feedback they provide. In the academic year 2018–19, feedback from students was gathered regarding course competencies, need for updating the program's curriculum to meet industry needs, balance between the theory and lab components, existence of academic flexibility in terms of course selection and emphasis on skill-based and multidisciplinary courses for overall development. Out of the 1187 respondents, 88% of the students responded favorably to the curriculum implemented, 4% were neutral and 8% showed discontent.

STUDENT FEEDBACK (AY 2018-19)



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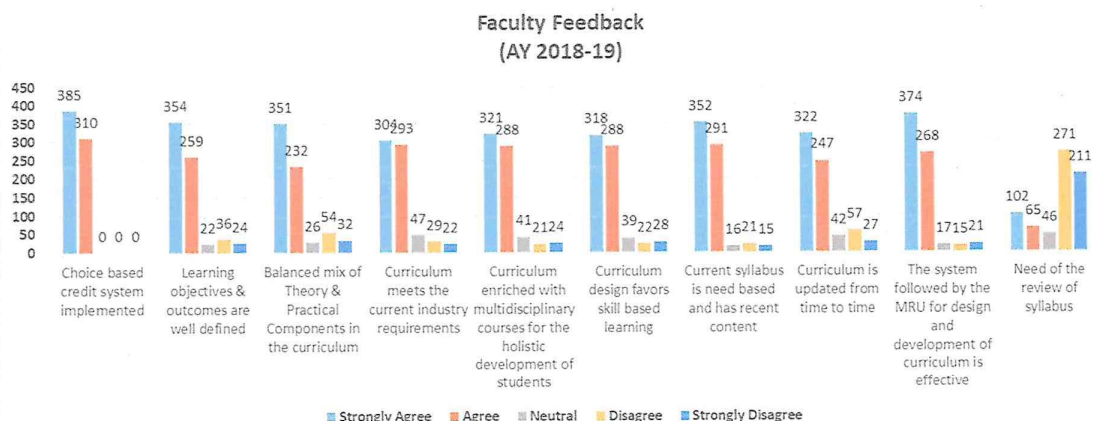
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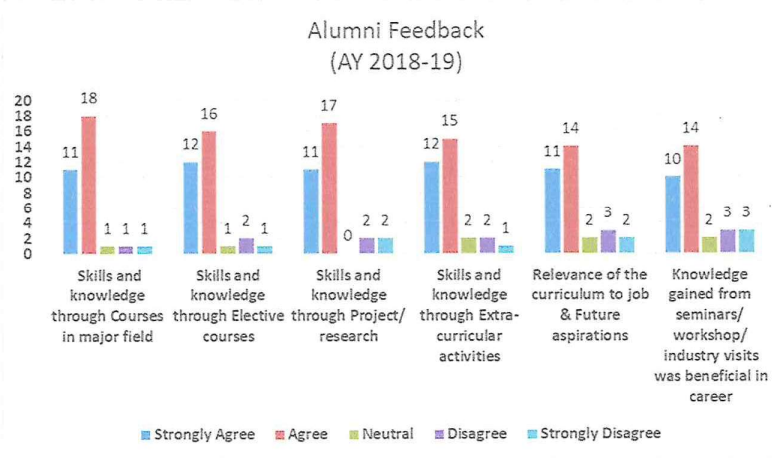
B. Faculty

The goal of the curriculum faculty input process is to update or alter the curriculum to better meet the needs of students seeking higher education, entrepreneurship, or employment. In the academic year 2018–19, 695 courses received feedback from faculty on a variety of curriculum-related topics, including the effective implementation of CBCS, the balance between theoretical and practical curriculum components, the suitability of the curriculum to meet industry demands, the inclusion of skill-based and multidisciplinary courses, and the necessity of regular revision requirements. According to over 90% of answers, the university's approach for developing its curricula has been well received. 4% of the time, the professors' comments were neutral, and 6% of the time, they disagreed. The following statistics are provided in detail graphs to show the responses:



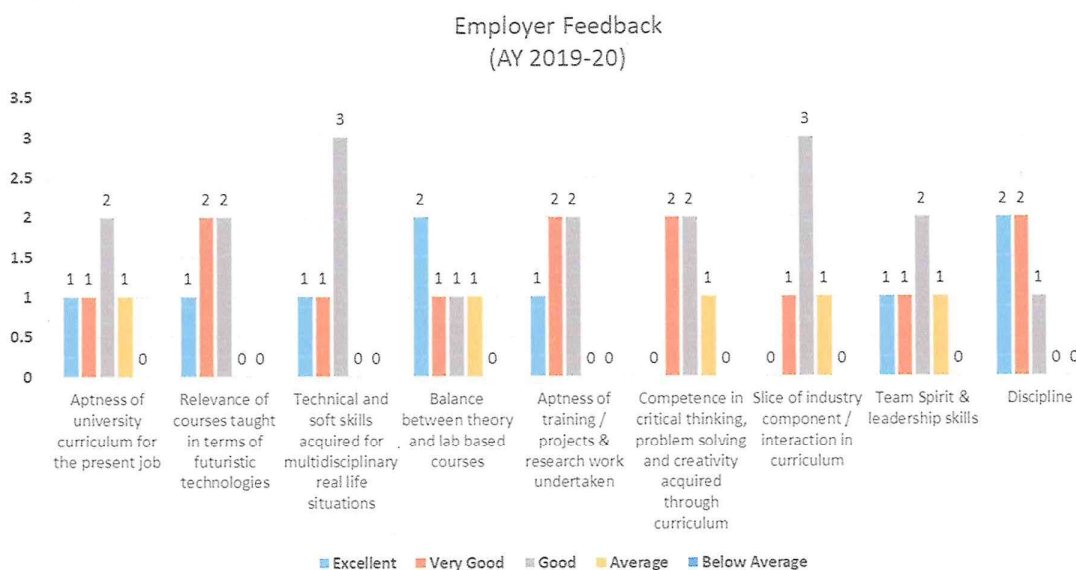
C. Alumni

The academic climate in higher education can be improved with the help of alumni input. By examining the comments given by former students, it is feasible to assess how effectively the curriculum complies with market demands and trends. It assesses feedback from graduates and their satisfaction with the learning environment. In the Academic Year 2018-2019, we received feedback on a range of curriculum-related subjects, such as the curriculum's relevance to industry requirements and future aspirations, the balance between theoretical and practical components, the knowledge gained from seminars, workshops, and industry visits, and the accessibility of extracurricular and co-curricular activities (AY 2018–2019). Among the 32 respondents, 84% strongly agreed that the academic programme was effective, while 16% had a different viewpoint.



D. Employer

The Employer Feedback assesses the Applicability of Concepts, Tools, Activities, Training, and Case Studies given in the Curriculum for Graduates' Employability Skills. Employer feedback on factors like the university curriculum's suitability for the job market, the relevance of courses in terms of cutting-edge technologies, the harmony between theory and practice, the students' proficiency in critical thinking, problem solving, and creativity, as well as life skills like teamwork and discipline, was collected in the academic year 2018–19. 89% responded in favor of the university's curriculum design out of the 5 employers' responses. However, 11% of respondents commented about areas of further improvement.



Action Taken Report

A. Student

S. No.	Feedback	Action Taken Report
1.	More Job opportunities should be provided.	ISHRAE Job Junction organized to give platform to the students for more job opportunities.
2.	Provisions to work on live projects to gain practical experience	Engineering Exploration training introduced to first year students to give exposure on live projects.
3.	For students in their second and third year, there ought to be the choice to pursue an industrial internship	Post 4 th & 6 th Semester, option given to students to go for industrial internship.
4.	We need more instruction on communication techniques	Sessions & Workshops on Communication skills will be organized
5.	Mock GD sessions should be set up to develop student's interpersonal skills and confidence.	Career resource center organizes GD & Interview sessions for pre final & final year students.
6.	Give weaker students additional attention to help them with their issues	Remedial classes organized and mentor-mentee sessions conducted on time to time.



B. Faculty

S.No.	Feedback	Action Taken Report
1.	Revision in Applied Sciences program required as per UGC model curriculum	UGC model curriculum was implemented in B.Sc.(H) & M.Sc. in Physics, Chemistry and Mathematics
2.	Requirement of research based courses in PG programs	Scientific Research-I & II introduced in M.Sc. Physics, Chemistry & Mathematics to build the research acumen of the students
3.	Course revisions required in BBA program	Syllabi Revisions were done in Behavioral sciences, Business taxation, Investment analysis & Portfolio management, Business statistics and Total Quality management
4.	Specialization in Physical Chemistry would increase the scope of the program	Specialization in Physical Chemistry introduced in M.Sc. Chemistry program



C. Alumni

S. No.	Feedback	Action Taken Report
1.	Students should be made informed of current scenario taking place throughout the world.	Expert lecture from Industry & Industry visits are organized time to time
2.	The students' writing abilities need to be strengthened	Competitions like Essay writing, Blog writing conducted for the students by Student & Welfare committee.
3.	The graduate programs can benefit from the addition of skill-oriented courses	Summer training modules are already incorporated in the program structure. More workshops by departments in collaboration with Industry partners to be promoted
4.	As per market requirement, courses related to Agile software, Digital product engineering should be introduced.	Courses related to specialization like Agile technology, Digital product engineering introduced for B.Tech CST
5.	Encourage students to take part in national, and international competitions	Faculties provide details of the national & International events like Baha Vehicle Competition, Microsoft cup to the students
6.	The student must participate in academic activities besides studies, such as quizzes, seminars, and workshops.	On regular basis, department organizes the activities like quizzes, alumni lectures, technical events



D. Employer

S. No.	Feedback	Action Taken Report
1	Students exposure with latest technologies required	Expert lectures on latest technology trends conducted to keep students abreast with emerging technologies
2	Students should participate in national & international competitions	Students are motivated and asked to participate in Hackathons, Design competitions and coding competitions
3	Students fluency required in machine test , face to face interview	Aptitude test and other technical tests as a part of CDC are being offered to students. Mock interviews are organized to enhance their skills.
4	Basic Interpersonal coaching required to students.	Interpersonal coaching is given time to time so that students clear their doubts, develop friendly relations with their classmates, develop teamwork and collaborative attitude.

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