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

ANNUAL REPORT

on

Stakeholder Feedback

Academic Year 2019-20

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

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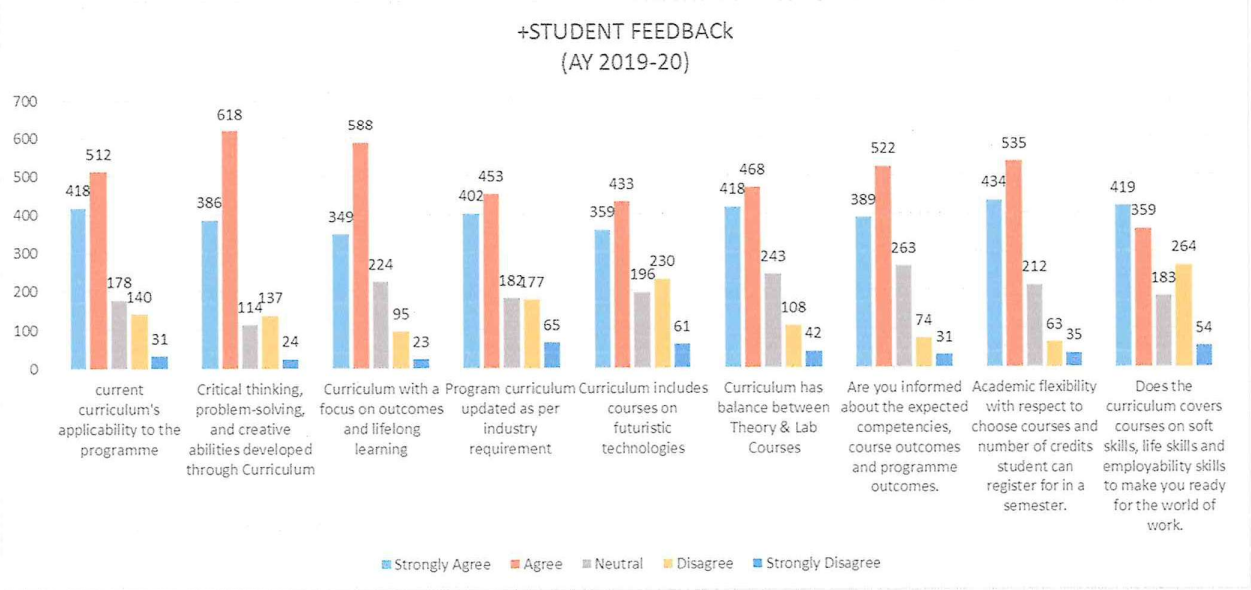
Feedback Analysis of Stakeholders and Action Taken Report
Academic Year 2019-20

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

In order to learn effectively and improve the student's learning experiences, feedback from the class is crucial. Students' participation in the teaching and learning process is made easier by the student feedback. The AY 2019–20 took into account student feedback on a number of curriculum-related issues, including updating or adapting the program's curriculum to meet industry needs, striking a balance between theory and lab components, providing academic flexibility in terms of course selection, and emphasizing skill-based and multidisciplinary courses for the students' overall development. Out of the 1279 responses, 92% of students highly agreed and agreed about the curriculum they are learning. Below are thorough statistics graphs showing the responses:



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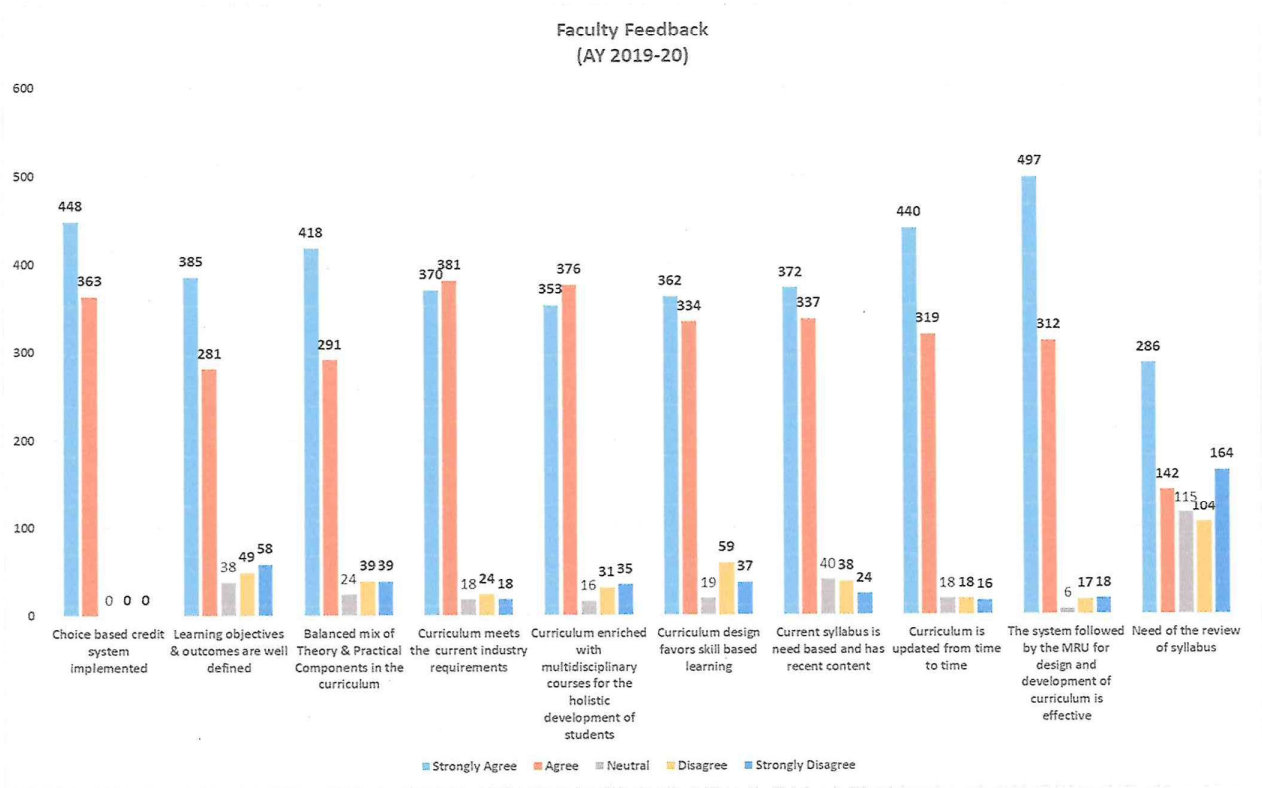
B. Faculty

With the goal of updating the curriculum to better meet the demands of students' employability, higher education, or entrepreneurship, faculty feedback on the curriculum is undertaken. Faculty feedback was received for 811 courses in the AY 2019–20 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 ongoing revision. A total of 90% of responders supported the university's curriculum creation process highly or somewhat. Faculty members disagreed in less than 5% of occasions and made a neutral statement in 5% of circumstances. The following statistical graphs depict the results in great detail:



C. Alumni

The academic culture of higher education can be improved in large part thanks to comments from alumni. The opinions of alumni aid in determining how useful the curriculum is in light of current business trends and requirements. It measures the opinions and satisfaction of alumni with regard to the educational setting. Feedback on various aspects of the curriculum for the Academic Year

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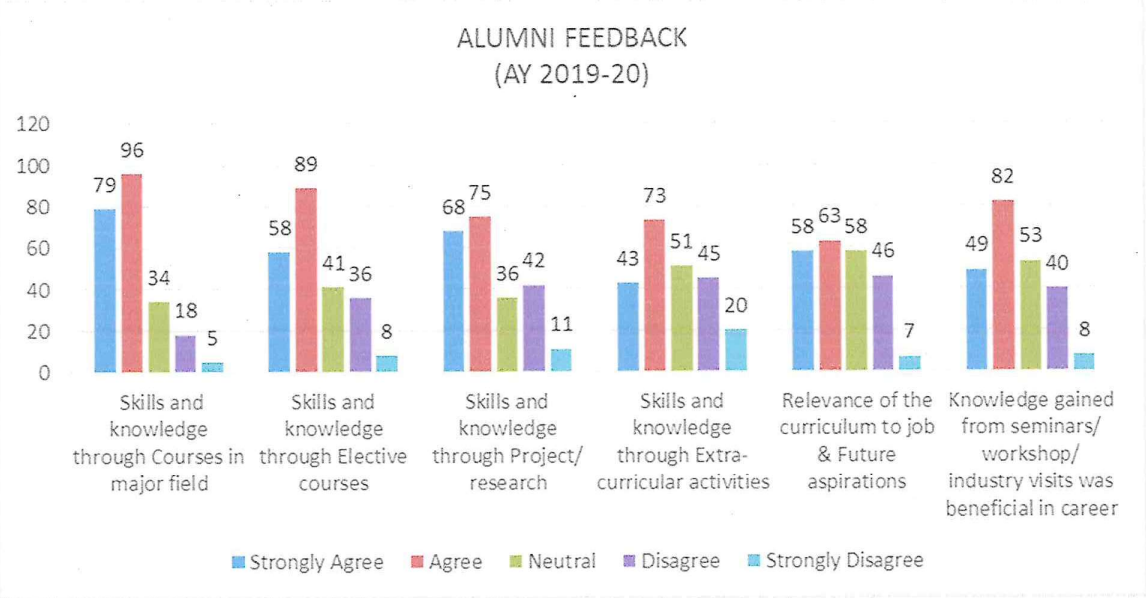
2019–20 was received. These included the relevance of the curriculum to industry requirements and future aspirations, the balance between theoretical and practical components, effective use of ICT, the design of the curriculum to support OBE and lifelong learning, and opportunities for extracurricular and co-curricular activities. Alumni made up 232 respondents, and 86% of them gave the academic curriculum's effectiveness a strong agree or agree rating. The replies were properly taken into account and included into the academic programme.



D. Employer

Employer feedback assesses the relevance of the ideas, resources, exercises, and case studies included in the curriculum for graduates' employability abilities. Employer feedback on factors like the university curriculum's suitability for the job market, the relevance of courses in terms of futuristic technologies, the balance between theory and practice, competence in critical thinking, problem solving, and creativity, as well as life skills like teamwork and discipline, was taken in the Academic Year 2019–2020 (AY 2019–2020). 56 employers replied with responses.

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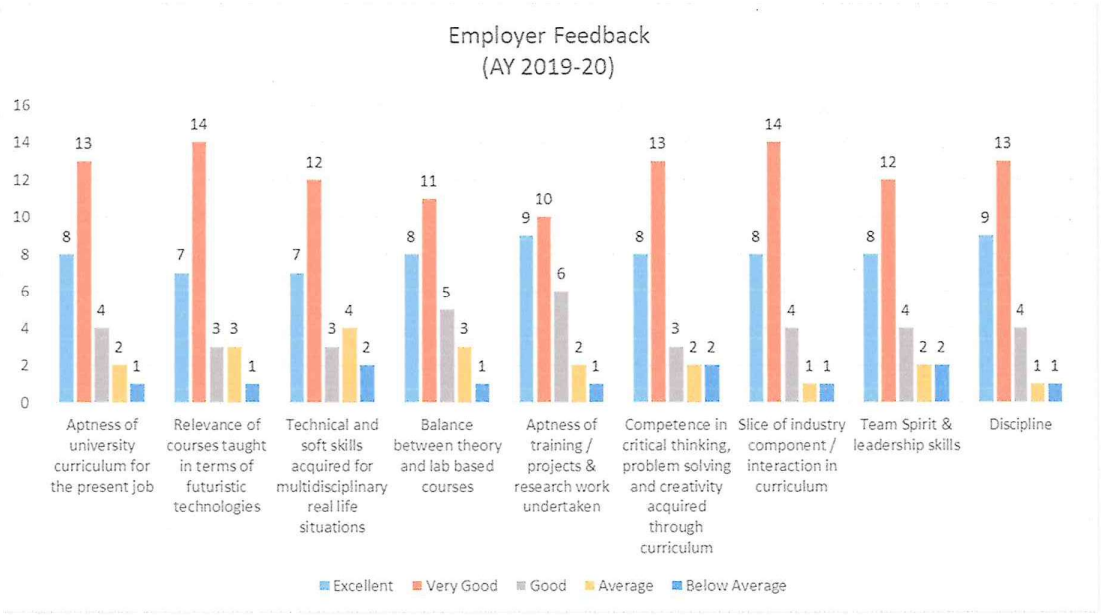

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Action Taken Report

A. Student

S. No.	Feedback	Action Taken Report
1.	For the purpose of learning new technology, more workshops and seminars ought to be held.	Workshops on Heat Load calculation, Block chain Technology, Programming, Entrepreneurial activities organized.
2.	Contact Hours of theory class may be reduced.	Instead of reducing contact hours of theory class, self-learning teaching methods are implemented.
3.	Put an emphasis on practical based assignments and hands-on training	Lab and field based assignments are already in use.
4.	More value-added courses to support inter-disciplinary knowledge.	Department were instructed to offer inter-disciplinary value added courses.
5.	Explaining of concept with real based issues.	Case Studies, Product design & development training through Software conducted for the students.
6.	Introduction of more technical courses in 1st year	Courses like Agile development, Data Structures & Algorithms, Digital Product Engineering & Design Thinking incorporated for first year B.Tech CST along with Basic sciences courses.
7.	Self-learning should be encouraged	More lab and self-study based assignments to be given. Flipped Classroom/Recorded lectures/videos to be encouraged.

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B. Faculty

S. No.	Feedback	Action Taken Report
1.	New Courses should be introduced to meet the Industry standards.	Courses on Specialization in Cyber security & Threat Intelligence introduced to B.Tech CSE students from the upcoming session. Specialization in Smart Manufacturing & Automation is offered to Mechanical Engineering students from the upcoming session.
2.	Students need to be trained in using industry-oriented software.	Motivated the students to do Certification Courses which were being offered by the Industry partners.
3.	Course content of Introduction to Machine Learning, Discrete Mathematics for B.Tech CST should be revised	The revisions were implemented as per the suggestions received from the Faculty members.
4.	Shifting courses from one semester to another to ensure that they are properly synchronized with the program's structure.	Elective courses offered by the Management & Humanities to Mechanical Engineering program shifted from 3rd semester to 7th semester because all core courses should be introduced to the students before the final year.
5.	Revisions in Syllabus & Scheme offered by Law department required.	Syllabus and scheme of CHILD AND LAW (LWH404) and MERGERS AND ACQUISITIONS (LWH405) for the Honors courses was revised.
6.	Restructuring in M.Sc. Mathematics Program structure.	Credits of Project in M.Sc. mathematics changed from 8 to 10 credits. Computational Fluid Dynamics subject shifted from Core to elective basket.

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C. Alumni

S. No.	Feedback	Action Taken Report
1.	MOOC enrollment should be encouraged among students in order to improve their employability and skill development	MOOC has been incorporated in the course structure of all the programs,
2.	Career counselling and guidance for competitive examinations.	Alumni Lectures & Classes for competitive exams conducted for pre final year & final year.
3.	More focus on innovations in learning	Pedagogical tools are being used to create interest in learning among the students.
4.	More Industrial training and Industrial visits.	Students can opt for Industrial training from second year onwards. Industrial visit to DAIKIN, Victora Tools organized.
5.	Arrange more technical events to enhance technology oriented research work and workshops should be organized	Clan activities introduced to give exposure to all the students.
6.	Syllabus should be updated to give more practical exposure.	Experiments contents revised to give student practical experience.

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D. Employer

S. No.	Feedback	Action Taken Report
1.	Specialization/Certification courses must be offered to enhance the employability..	Specialization course CSTI (Cyber Security and threat intelligence) in association with Quick heal is introduced to bridge the gap between industry and academia.
2.	Practical application of the concept should be put in, bookish knowledge is not enough. Students should be pushed towards innovation and problem-solving attitude of real word gaps in software industry. Logical and reasoning part should be pitched in to make students apply their mind towards problem solving approach.	More emphasis is put on lab experiments. The industry-academia gap is minimized by introducing Project based learning pedagogy in various subjects.
3.	Create more incubation centers, similar to mechanical ones	Research cluster of computing (RCC), Innovation and Incubation Centre are established.

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