ANNUAL REPORT

on

Stakeholder Feedback

Academic Year 2020-21

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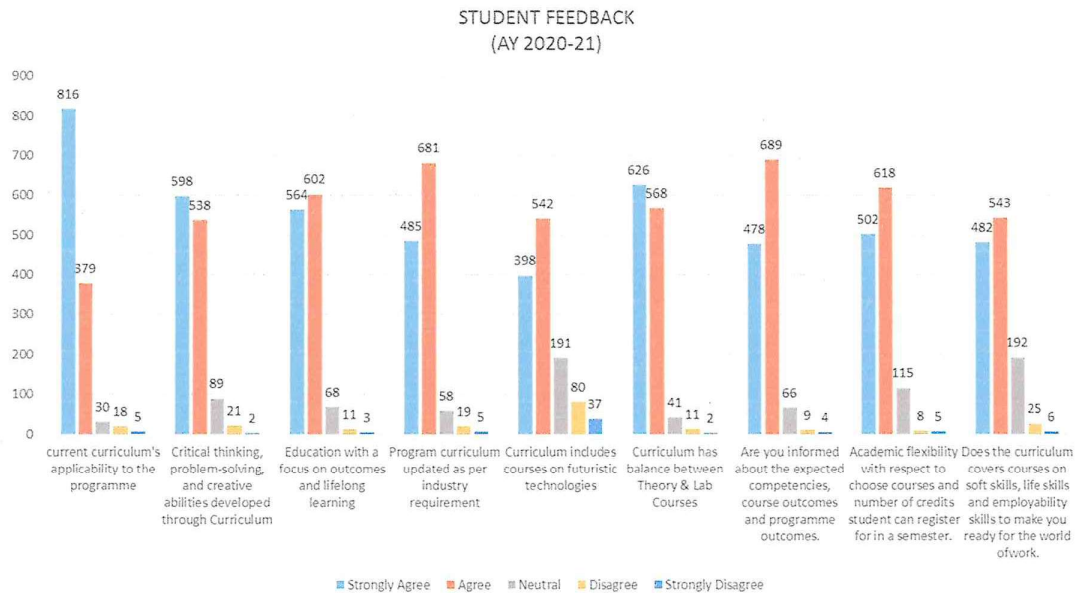43, Aravali Hills, Suraj Kund Road,
Faridabad-121001

Feedback Analysis of Stakeholders and Action Taken Report
Academic Year 2020-21

Monitoring, reviewing, and improving the overall quality of the teaching and learning process at MRU are the goals of the feedback. In order to promote and enhance the academic system at Manav Rachna University, feedback from many stakeholders, including students, faculty members, alumni, and employers, is conducted on curriculum design and development. Following submission, the comments received from the various stakeholders are compiled and evaluated in order to take the proper action on a regular basis for curriculum restructuring, syllabus modifications, and quality improvement. To maintain transparency, the institutional website hosts the entire feedback report. A dedicated Feedback Committee oversees the entire feedback procedure.

A. Student

Effective learning and enriching the student's learning experiences both depend on the student's input. In the AY 2020–21, student feedback was conducted regarding a variety of curriculum elements, including updating or adapting the program's curriculum to industry requirements, 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 1248 responses, 92% of students gave highly positive responses about the curriculum they are learning. Below are the graphs showing the responses:


STUDENT FEEDBACK
(AY 2020-21)

B. Faculty

The goal of the faculty feedback on curriculum is to review and update the curriculum to better meet the demands of students' employability, higher education, or entrepreneurship. Faculty feedback was received for 895 courses in the AY 2020–21 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 regular revision requirements. 90% of respondents said they highly agreed or agreed with how the university develops its curricula. Some of the faculty members provided their suggestions for the same which were duly incorporated and approved. Below are thorough statistics graphs showing the responses:


Faculty Feedback
(AY 2020-21)
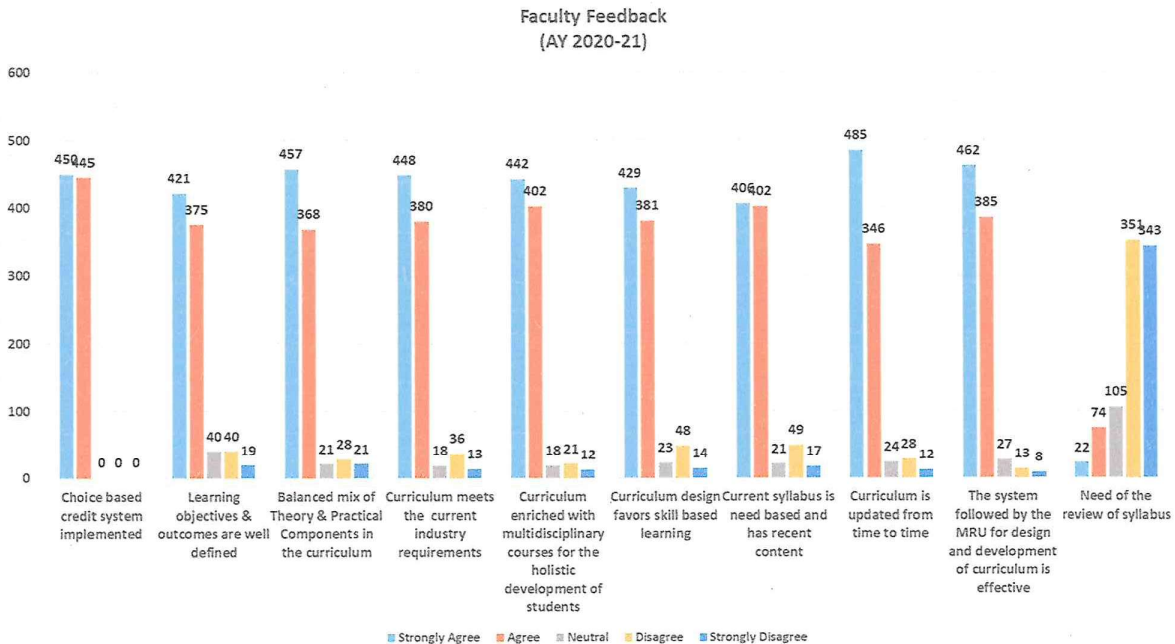
C. Alumni

Alumni input is crucial for enhancing the academic climate in higher education. The opinions of former students are useful in determining how well the curriculum aligns with the needs and trends of the market. It evaluates alumni opinions and satisfaction with the learning environment. Feedback on various aspects of the curriculum, including its relevance to industry requirements and future aspirations, balance between theory and practice, effective use of ICT, curriculum design that promotes OBE and lifelong learning, and opportunities for extracurricular and co-curricular activities, were collected in the AY 2020–21. 91% of the 317 alumni respondents advocated the effectiveness of the academic curriculum. The replies were carefully taken into

account and included in the curriculum.

ALUMNI FEEDBACK
(AY 2020-2021)
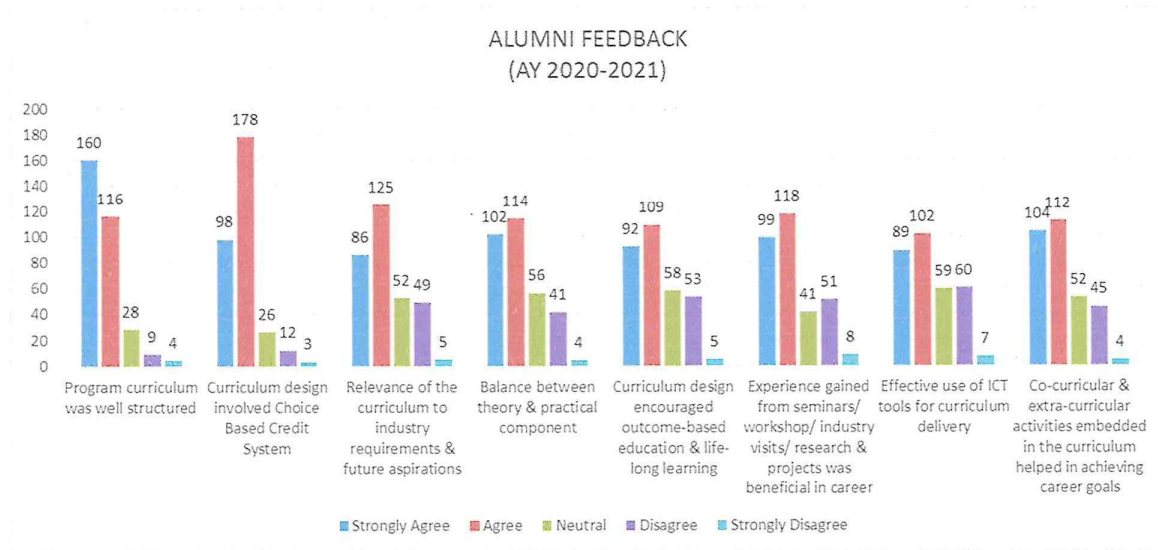
D. Employer

The Employer feedback evaluates the applicability of the concepts, tools, activities, training, case studies presented in the curriculum for employability skills among graduates. In the AY 2020-21, employer feedback on the parameters like aptness of university curriculum with respect to job market, relevance of courses in terms of futuristic technologies, balance between theory & practical, competence in critical thinking, problem solving and creativity along with life skills like Team spirit, discipline was taken. Responses from 59 employers were received and 92% were satisfied with the performance and some gave suggestions for further improvement.

EMPLOYER FEEDBACK (AY 2020-21)
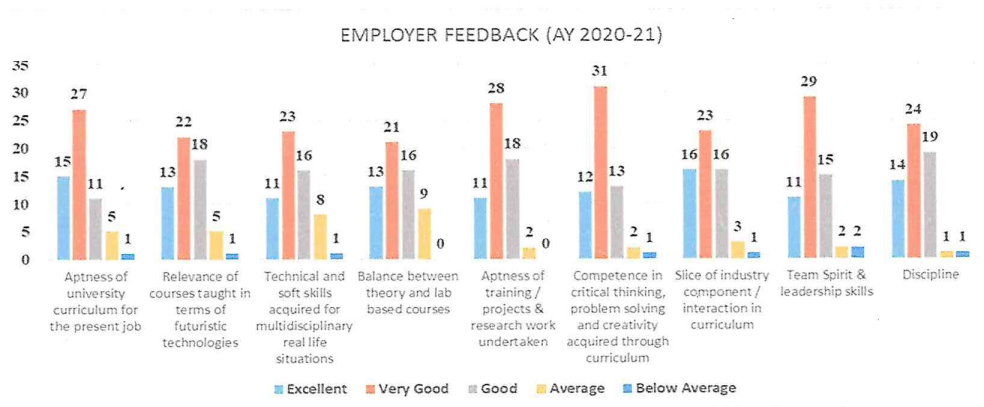
Action Taken Report

A. Student

S. No.	Feedback	Action Taken Report
1.	The course content must be focused on the future technologies	The revisions in courses are being done in the core and elective subjects as per the Industry needs.
2.	It is necessary to include more skill-related training.	Workshop based courses are introduced in the curriculum.
3.	Review Core, Elective, and Skills-Related Course Introduction	Revisions in the curriculum carried out in the departments
4.	More Courses based on skills development.	MOOC courses like Reinforcement Learning, Deep Learning, Computer Vision, Patent Law for Engineers and Lawyers including others (SWAYAM-NPTEL) have been proposed as electives in various semesters to enrich the program structure
5.	More emphasis on interactive teaching learning required	Implementation of Pedagogical techniques like active learning, flipped classrooms, presentations is emphasized
6.	Awareness must be provided regarding job opportunities	Career counseling sessions by Industry experts including Alumni from various domains are organized.

B. Faculty

Sr. No.	Feedback	Action Taken Report
1.	Value-added courses for future preparedness for the law graduates.	Value added course on Linking Law Education to Legal Profession and Careers, Technical Seminars, were introduced
2	More research related activities to be encouraged	More focus on Collaboration with Industry and student engagements in projects/competitions required.
3.	Addition of more relevant courses as per the current needs and program revision is required.	The course curriculum of the programs was revised and certification courses like Data Science including modules on Python programming, Artificial intelligence were introduced

Courses like Digital Marketing, Entrepreneurial Finance for Engineers, Advanced Algorithms, Business Intelligence, Cloud Computing offered to the students.

Business Analytics specialization in the BBA program was proposed. |
| 4 | Interdisciplinary subjects can be offered to enhance employability & skill development. | Courses like 3D printing, 3D software, Data Structures incorporated in the curriculum for Engineering programs. |
| 5 | More industrial visits should be incorporated | Visit to Industrial Expo, DAIKIN Company, NPL organized |

| 6 | List of experiments may be revised | The list of experiments of courses like Computer Aided Drafting, Fluid Mechanics & Machines, Kinematics & Theory of Machines for B.Tech ME revised |

C. Alumni

S. No.	Feedback	Action Taken Report
1.	Frequent interaction to be organized with the alumni	More Alumni lectures to be planned
2.	Introduction of software based subjects to BBA students	Courses like Advance excel, Designing, Analysis tool introduced to BBA program.
3.	New Skill based courses should be part of the curriculum	Courses like 3D software, 3D printing, Green Computing, Electronic design workshop incorporated in the program structure.
4.	More focus on practical exposure	Workshop based courses introduced from first year onwards.
5.	Technical events like Conference, Short term training programs should be organized to give exposure about the work related to research and innovation in the industry	International conference and Business Mela were proposed
6.	Modern techniques and software used in the industry should be taught to the students.	MoU's with the Industry planned to give the exposure to the students regarding modern technical tools used in the Industry.

D. Employer

S. No.	Feedback	Action Taken Report
1	More industry relevant projects and trainings	To cater to this, Students were associated with Industry mentors from Academic partners like Xebia, Altair for the live projects under their guidance.
2	Focus on Coding and Problem-Solving Skills	More exposure through workshops and training programs to be provided.
3	For Front End Developer Role, students should work on the basic Front End Technologies, i.e., HTML, CSS, and JavaScript.	These technologies are part of their curriculum. More exposure to these technologies is given by introducing lab exercises in form of the mini-projects.
4	More focus on latest technology training and certification programs	Certification and value added courses were introduced to bridge the industry academia gap

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