

**Manav Rachna International Institute of Research and
Studies**

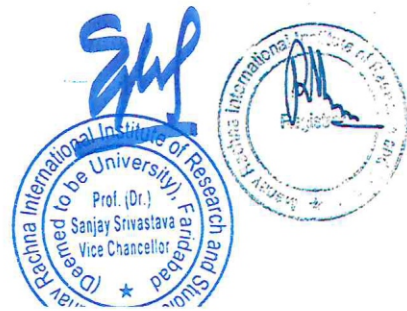
(Deemed to be University under section 3 of the UGC act, 1956)



**Annual Report on Stakeholder
Feedback**

(Academic Year 2020-21)

This document contains 14 pages



Annual Report on Stakeholder Feedback

Preamble

Feedback of different stakeholders viz; students, faculty members, alumni, and employers/industry experts are collated on quality and effectiveness of the different curricula and academic/administrative processes and overall environment of Manav Rachna International Institute of Research and Studies (MRIIRS) in general as per the laid down Policy and Procedures of Feedback titled as "Feedback Process and SoPs for Implementation". Stakeholder feedback is collated and analyzed through i-cloud EMS of MRIIRS with an aim of monitoring and continuously improving the quality of curricula while providing the opportunity to all stakeholders to actively participate in the continuous improvement of programs of study.

Following stakeholders provided feedback on curricula for the mentioned parameters on 5-scale rating (Outstanding, Very Good, Good, Average, Below Average):

- Students
- Faculty members
- Alumni
- Employers

Feedback Analysis

a) Student Feedback

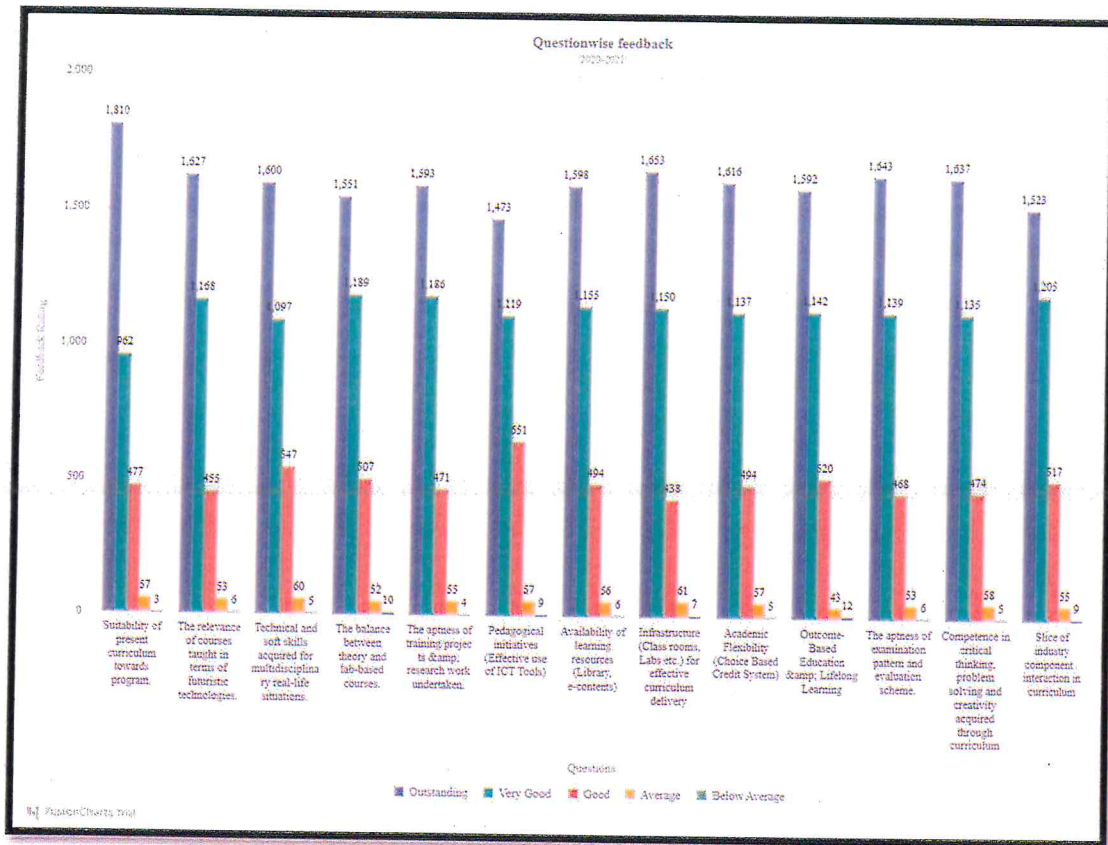
Student feedback is an important tool for improvement of any educational institution in terms of quality and excellence. The use of feedback is one of the most effective methods of teaching and learning that has an immediate impact on the process of acquiring knowledge. The system of education cannot function without feedback. In addition to providing clear guidance about how to improve their learning process, feedback helps students understand their subject matter. As per feedback policy, for proper analysis, at least 60% of the existing students in a class/section must participate in the feedback process. Nevertheless, we received a good response over and above the minimum. In AY 2020-21 a total of 6885 feedbacks (3309 in Odd semester and 3576 in Even semester) were taken from the students on various aspects of curriculum such as Suitability of curriculum towards program, The relevance of courses taught in terms of futuristic technologies, Technical and soft skills

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acquired for multidisciplinary real-life situations, Balance between lab and theory courses, Aptness of training /projects, Pedagogical initiatives (Effective use of ICT Tools), Availability of learning resources (Library, e-contents), Infrastructure (Class rooms, Labs etc.) for effective curriculum delivery, Academic Flexibility (Choice Based Credit System), Outcome-Based Education & Lifelong Learning, The aptness of examination pattern and evaluation scheme, Competence in critical thinking, Problem solving and creativity acquired through curriculum, and Slice of industry component / interaction in curriculum. Semester-wise detailed statistical graphs directly taken from EMS portal are presented below-

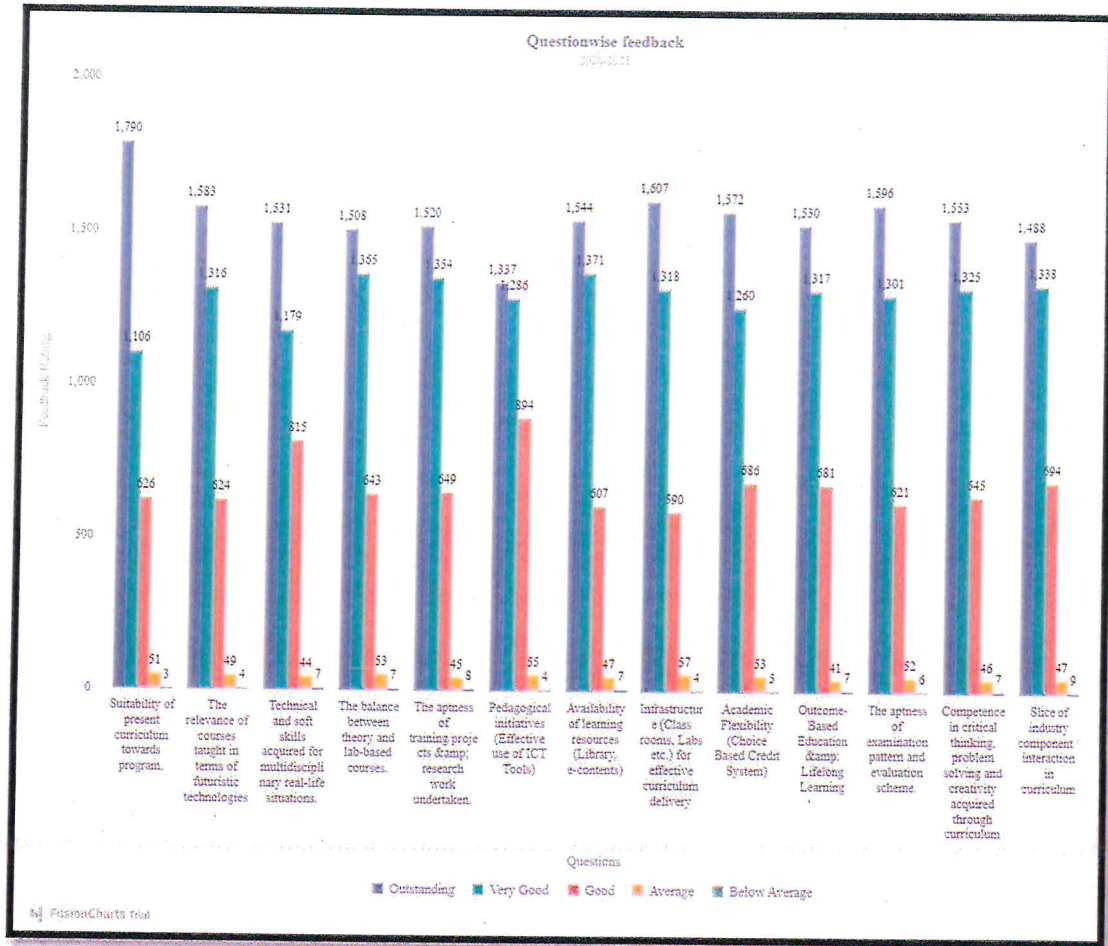
Odd Semester



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Even Semester



Analysis of Responses-

In the feedback received by students in odd semester of AY 2020-21 out of 3309 respondents, 1683 students rated the curriculum, 1213 rated very good, 563 rated good, 79 rated average and only 9 students rated below average. We analyzed other parameters also and it was found that 97% students rated at least good in all the parameters.

Similarly in the even semester 3576 students responded for feedback. 1464 students rated the curriculum outstanding in terms of suitability of present curriculum towards program, 1225 rated very good, 614 rated good, 48 rated average. It was analyzed that 98% rated at least good out of which 80% rated outstanding/very good.

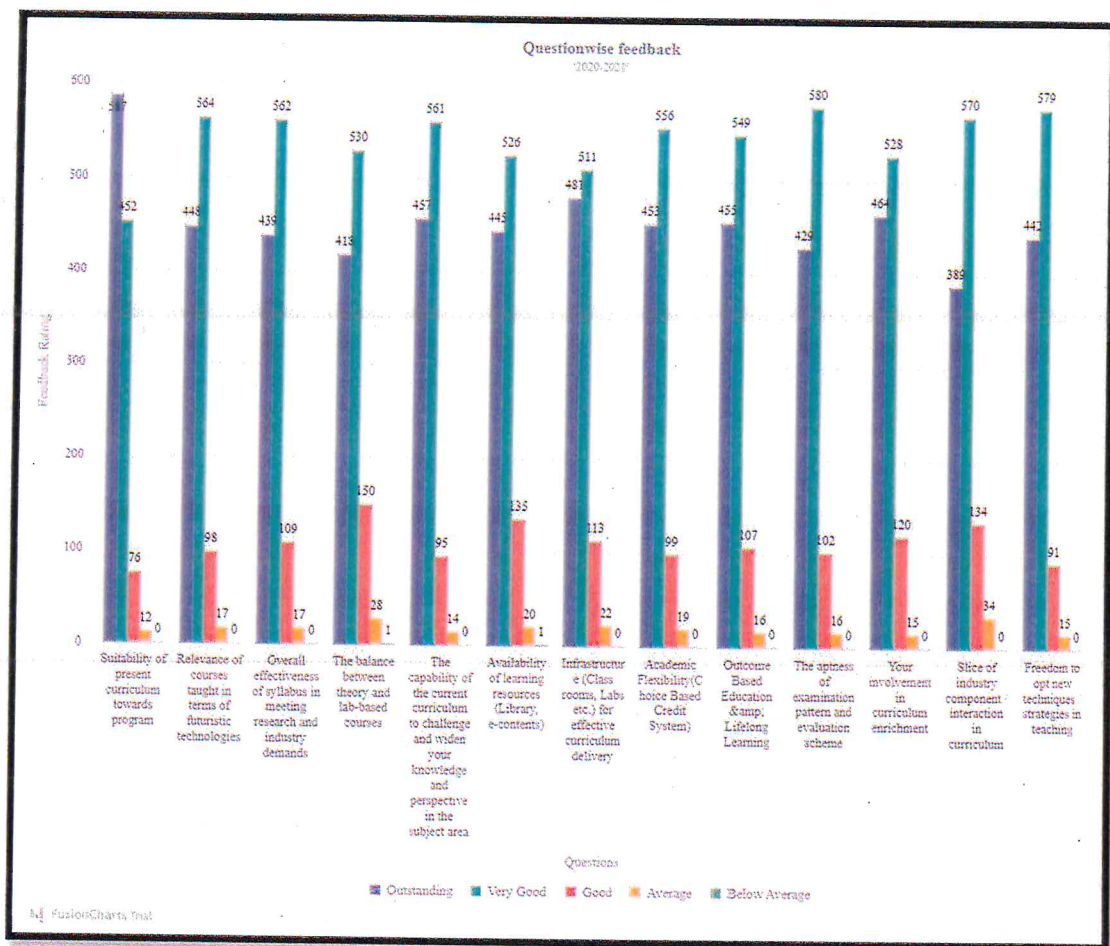
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b) Faculty Feedback

University faculty members are valued stakeholders in the teaching-learning process. Teachers' feedback is an important source of information for evaluating academics and student services. Teachers' feedback plays a prominent role in strategic development policies. Teacher's feedback on curricula reflects the validity and adequacy of the curriculum. In AY 2020-21 we received feedback in odd and even semester from the faculty members on various aspects of curriculum such as suitability of curriculum towards program, balance between lab and theory courses, Aptness of training /projects and other relevant parameters. In odd semester 1127 Feedbacks were received and in even semester 1124 feedbacks were received. Semester-wise detailed statistical graphs directly taken from EMS portal are presented below-

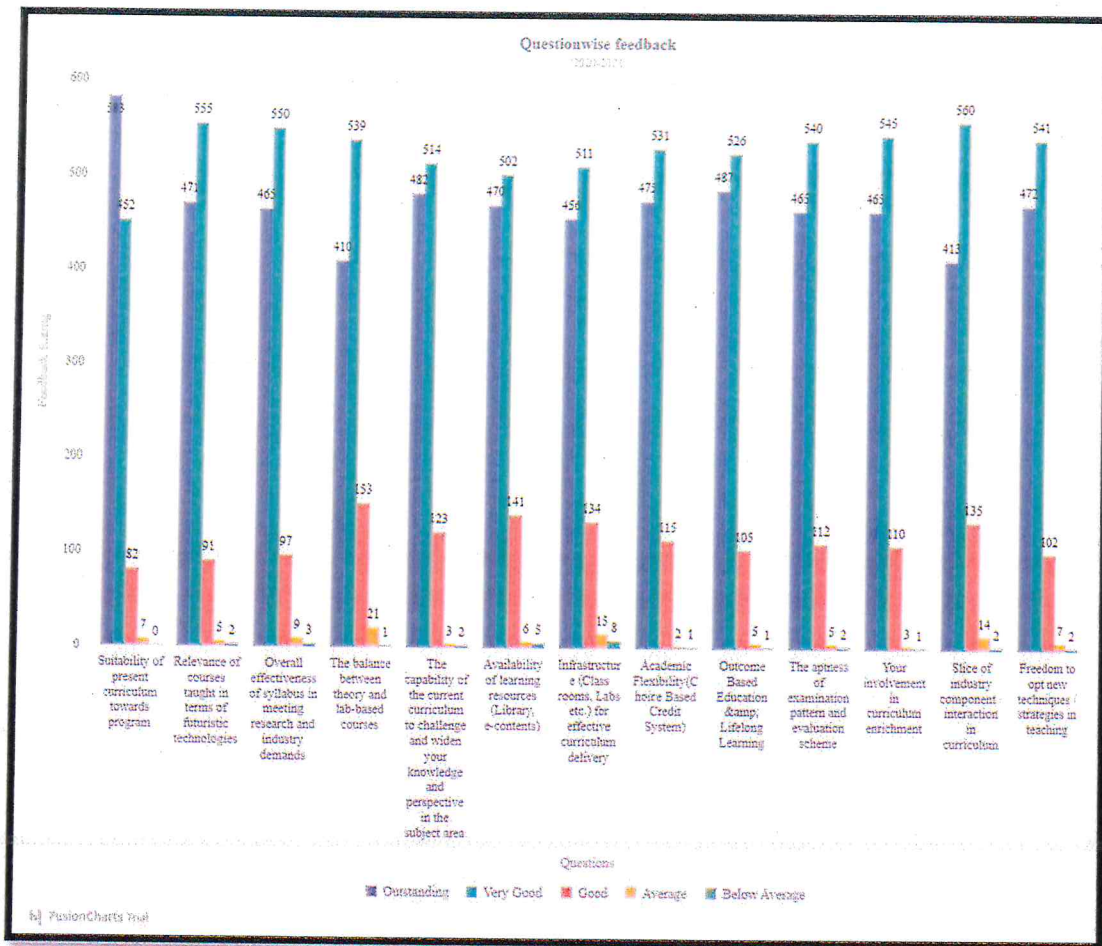
Odd Semester



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Even Semester



Analysis of Responses-

As per feedback policy minimum 75% of the existing faculty members involved in teaching the courses in a programme shall be required to give their feedback for proper analysis of feedback. However, an overwhelming response was received in the faculty feedback. In the feedback received by faculty in AY 2020-21 in odd semester 1127 feedbacks from faculty members of various departments on various courses were received and 480 feedbacks were rated outstanding, 591 rated very good, 125 rated good, 19 rated average. 98% of the feedbacks received showed satisfaction level from the faculty members. In even semester 1124 feedbacks from faculty members of various departments on various courses were received. 461 feedbacks were rated outstanding, 496 rated very good, 108 rated good and 8 rated average. 99% of the feedback was good or above.

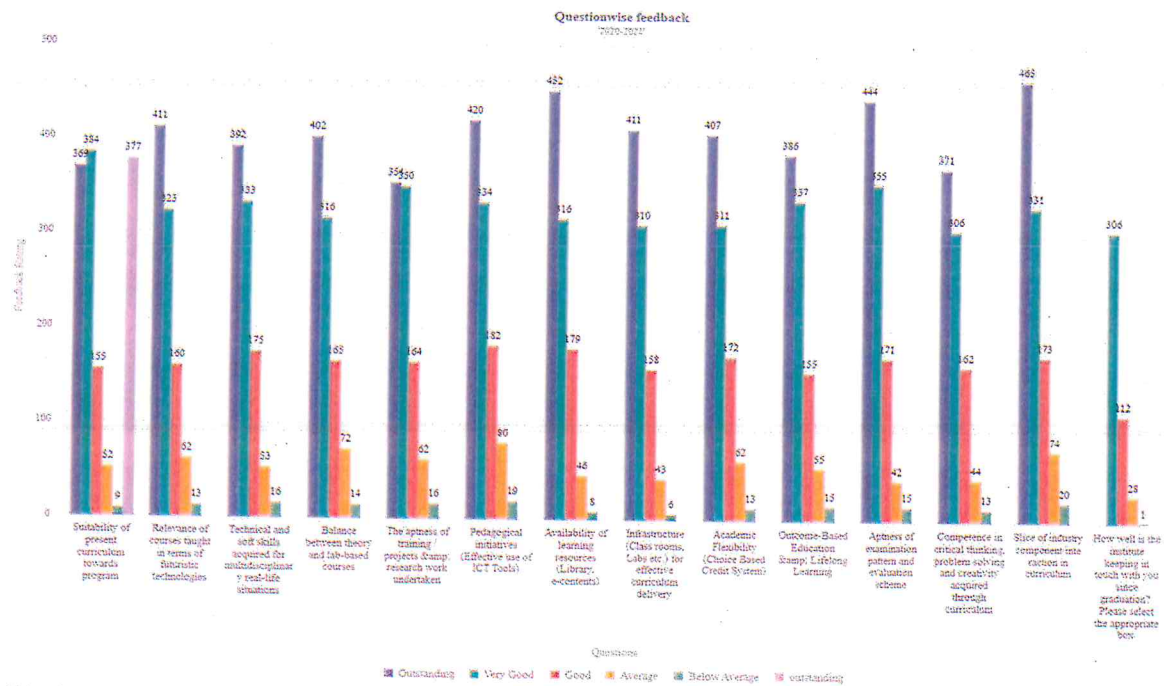
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c) Alumni Feedback

The feedback from alumni is taken for every academic session. The parameters include Suitability of present curriculum towards program, Relevance of courses taught in terms of futuristic technologies, Technical and soft skills acquired for multidisciplinary real-life situations, Balance between theory and lab-based courses, The aptness of training / projects & research work undertaken, Pedagogical initiatives (Effective use of ICT Tools), Competence in critical thinking, problem solving and creativity acquired through curriculum, How well is the institute keeping in touch with you since graduation, and others.

Alumni are considered valuable sources of information by the university. Student services and academic programs can be evaluated with the help of alumni feedback. A prominent place in the strategic development policies is occupied by alumni feedback. In addition, it improves the system's accountability. In AY 2020-21 feedback from 969 alumni were received. Detailed statistical graph directly taken from EMS portal is presented below-



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Analysis of Responses-

The respective department receives feedback from alumni every year from at least 3 different alumni in case annual intake is less than 60 in that programme and from at least 5 different alumni in case intake is more than 60. Alumni from various departments enthusiastically participated in the feedback process.

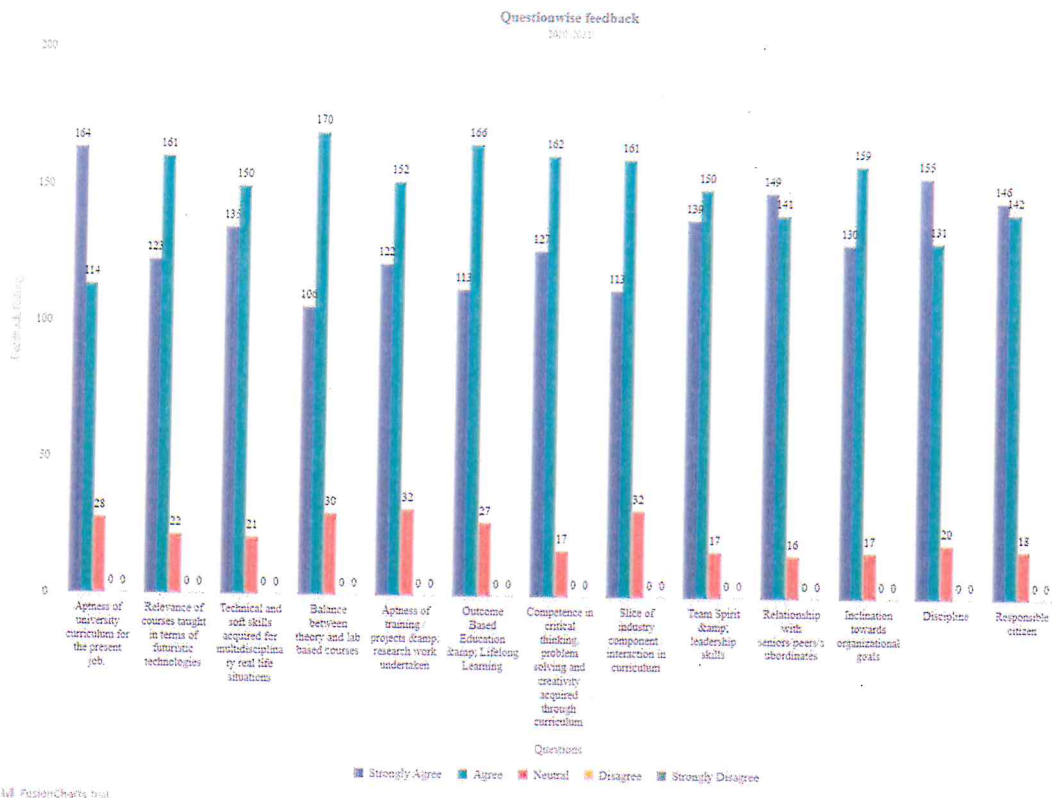
In the feedback received by Alumni in AY 2020-21 out of 969 respondents, 405 alumni rated the curriculum outstanding, 332 rated very good, 163 rated good, 55 rated average. It is analyzed that 93 % alumni have rated the curriculum as outstanding or very good or good.

d) Employer Feedback

Collecting feedback from all the stakeholders is most crucial for the success of every institution. Employer feedback is the most important determinant of the success of any educational institution. In AY 2020-21 feedback from 306 employers were received on 14 parameters including Aptness of university curriculum for the present job., Relevance of courses taught in terms of futuristic technologies, Technical and soft skills acquired for multidisciplinary real-life situations, Balance between theory and lab-based courses, Slice of industry component / interaction in curriculum, Competence in critical thinking, problem solving and creativity acquired through curriculum, Team Spirit & leadership skills, Relationship with seniors/peers/subordinates, Inclination towards organizational goals and others. Detailed statistical graph directly taken from EMS portal is presented below-

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Analysis of Responses-

As per feedback policy feedback from 3 employers per department per year is required for feedback analysis. Stakeholders participated stupendously this year. In the feedback received by employer in AY 2020-21 out of 306 respondents, 132 employers were strongly agreeing, 151 rated agree, 23 rated neutral. No employer shown dissatisfactory feedback. It can be analyzed that around 93% of the employers were satisfied with the curriculum and rated strongly agree and agree.

Action Taken Report on Feedback

The committee members of feedback on curricula appreciated the efforts made by the department in collating the feedback of various stake holders and recommended that wherever, the weighted average feedback of parameters is less than 75%, the department should find out the reasons for low weighted average make conscious efforts to plan and take necessary steps to improve.

The compiled reports of the various departments regarding recommendations and suggestions made by the stakeholders in their feedback on curricula was deliberated and it was recommended that to take the necessary actions in respect of the departments. A summary of the action taken by various departments of the university is presented below-

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Department	Feedback	Recommendation/ Action taken
Department of Aeronautical Engineering	Students recommended that industry interaction/ visit/internship should be increased.	As per the suggestions of the stakeholders, Department organized Internship for Students on "Rocket Design and Analysis" from Helium Learning Labs, DRDO labs(Aeronautical Development Establishment, Centre for Air Borne Systems, Electronics and Radar Development Establishment) and NAL (National Aerospace Laboratory), Bangalore Aircraft Industries Private Limited (BAIL) and Dautya Aerospace Private Limited. Few of the students have done Internship in Launch Trax PVT LTD and they have worked on "Mission Planning and De-briefing of HAL-TEJAS MK-1".
Department of Automobile Engineering	Students- Exposure on latest machines	As per suggestions by the stakeholders, exposure to the students with latest machines were made while on industrial visit to Inshu Auto. The students were also introduced with the latest EV Technology that are placed in the newly developed Lab.
Department of Biotechnology	1.Courses having greater relevance in terms of futuristic technologies should be incorporated in the curriculum. 2.The Training and projects should be based on real life problems and more relevant in present context.	1. As per suggestions received from the stakeholders, courses having greater relevance in terms of futuristic technologies are suggested to be incorporated in the curriculum in elective baskets and as value added courses. 2.Students of all programs were recommended to undertake the trainings and projects in reputed industries and research organizations so that they get better exposure to the contemporary research in Biotechnology and allied areas.
Department of	1. Organize more site visits	1. To cater to the suggestions of the

Paul



<p>Civil Engineering</p>	<p>and industrial interaction; expert talks related to contemporary industry issues.</p> <p>2. Mock drives for career guidance and placement required.</p>	<p>stakeholders, three industrial visits have been organized by the department (Pyramid Infratech, National Council for Cement and Building Materials, Smart Cities India Expo, New Delhi); Expert Lectures on topics related to Smart Cities, Strategies to crack GATE and other industry related topics were conducted.</p> <p>2. Department has organized GATE lecture series, AMCAT mock test and Mock interview for final year students.</p>
<p>Department of Computer Science and Engineering</p>	<p>1. Following new courses shall be proposed in the upcoming Board of studies:</p> <ul style="list-style-type: none"> a) IoT Security using Blockchain b) Virtual Reality using UNREAL Engine <p>2. New value-added courses need to be introduced to have a broad spectrum of courses for the choice of students covering the following areas:</p> <ul style="list-style-type: none"> a) Blockchain Security and Scalability b) Introduction to Fuzzy systems 	<p>1. a) A course on Elementary Blockchain has been introduced.</p> <p>b) Training has been given to faculty members in VR using UNREAL. They are instructed to get certification in this. Also planning to add the course to the next scheme.</p> <p>2. As suggested, the Value-Added Course will be added depending on the enrollment in the course.</p>
<p>Department of Electronics & Communication Engineering</p>	<p>1. To include courses on Human Area Network, Nanoelectronics, Atomic layer interface engineering, Antenna, OLED (Organic Light Emitting Diode) and Zigbee Technology, Internet of Everything.</p> <p>2. To include courses on Nano-</p>	<p>1. Departmental Committee approved the course on Human Area Network and will be submitted to BoS for further approval.</p> <p>2. The suggestion is considered by the</p>

Teacher



	Electronics.	department and a course on NanoElectronics is proposed to be included in the curriculum.
Department of Electrical and Electronics Engineering	<p>1.Core Courses such as control systems, Power Electronics, Power Systems needs to be revised as per GATE/PSU exams.</p> <p>2.New Electives courses on Battery Management, Smart Cities, advanced power electronics needs to be included as per the feedback on the curriculum by the stakeholders.</p>	<p>1.Action had been taken in 24th BOS to revise the courses.</p> <p>2.Battery Management course has been included in EV specialization approved in 25th BOS.</p>
Department of Mechanical Engineering	<p>1. Students recommended that industry interaction should be increased.</p> <p>2. Employers suggested to increase the number of industry-oriented courses.</p> <p>3. Increased use of ICT and interactive teaching methodologies.</p>	<p>1. Students will be taken to Pragati maidan for a visit to all Industrial equipment of Plastic and Moulding Industry. The operation of different machines in real was demonstrated.</p> <p>2. As suggested, nine courses were approved in the BOS and approved by Academic Council thereafter to be included in the curriculum for the batch 2021-2025</p> <p>3. As per the feedback, Flip classes are conducted using ICT accompanied with subject matter expert talks.</p>
Department of Physiotherapy	<p>1. The stakeholders gave suggestions that the curriculum of Fundamental of Physiotherapy, Anatomy, Exercise therapy to include more practical based topics.</p> <p>2. The stakeholders gave suggestions to include communication skills to be an integral part of the curriculum.</p>	<p>1. Suggestion was considered and forwarded to the Departmental Academic committee for further submission next BOS.</p> <p>2. MOOC courses under the guidance of the coordinator were introduced to the curriculum.</p>

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	<p>3. The stakeholders gave suggestions to include changes of patient-based approach in Pediatrics Physiotherapy and Cardiopulmonary Physiotherapy.</p>	<p>3. The suggestion was considered and forwarded to the Departmental Academic Committee to incorporate the changes and further submission in next BOS.</p>
<p>Department of Computer Applications</p>	<p>1. The curriculum should be upgraded as per the latest IT technologies and with the feedback taken from Industry partners.</p> <p>2. It has been suggested to use ICT Tools in an effective way.</p>	<p>1. New curriculum has been designed with specializations in Artificial Intelligence and Big Data in association with Industry partners.</p> <p>2. The faculty members were directed to use PPTs, Projectors for lecture delivery along with advanced E-learning tools such as digital videos and Online simulators.</p>
<p>Department of Journalism and Mass Communication</p>	<p>1. Software's in TV Studio to be upgraded and more editing consoles need to be added.</p> <p>2. Specializations in the MA Programme should be offered.</p>	<p>1. Suggestion considered for perusal in the department for further action.</p> <p>2. Suggestion considered and discussed in department for further approval.</p>
<p>Faculty of Management Studies</p>	<p>1. Need for more real life situation based/application based learning replacing conventional pedagogy.</p> <p>2. Provide more e books</p> <p>3. Regular guest lectures and more industry visits.</p>	<p>1. As a part of the session plan for various courses, faculty members have been advised to include activities (individual/ group based); Case studies are a mandatory part of each course; It has been suggested to include case packs from reputed publication houses, for class discussion.</p> <p>2. All faculty members have been advised to identify e-books for respective courses from the e-resources of the central library.</p> <p>3. As part of each course, faculty</p>

Asst. Prof.



	<p>4. More alumni connect</p>	<p>members have been advised to include two sessions from industry experts, to share practical inputs; At least one expert from industry is invited every month, to share experiences with students; Students are encouraged to enroll into MOOCs from platforms such as Udemy, Coursera, Google, for industry focused and interdisciplinary learning.</p> <p>4. Alumni connect has been established through various activities; alumni have been nominated to departmental academic bodies, for soliciting their feedback; regular interactive sessions have been organized with alumni, for sharing experiences with students; Alumni Meet: Rubaru has been planned in March 2022.</p>
<p>Department of Economics</p>	<p>1. The students of the Department of Economics requested guidance on career opportunities.</p> <p>2. To revise the content of the course on Financial Accounting for B.A. (Hons.) Economics</p> <p>3. Faculty member suggested that for the Course on Statistical Software offered at bachelors and masters level emphasis should be given in teaching R and STATA for data analysis which is being widely used across academia and professional research and has a future scope as well. EVIEWS and LIMDEP, being less relevant in recent days, can be</p>	<p>1. The department organized a session on Career opportunities on 16th September, 2021 for all the students of the Department of Economics</p> <p>2. The course on financial Accounting in B.A. (Hons.) Economics will be submitted in next BOS for approval..</p> <p>3. The course on Statistical Software offered at bachelors and masters level has been revised in departmental committee and will be submitted in BOS for approval.</p>

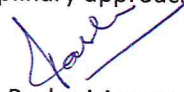
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Department of Social and Political Studies	<p>1. The students of the Department of Social and Political Studies showed interest in outcome based learning and life - long learning.</p> <p>2. The students showed their interest in enhancing their research skills and improvement in ICT.</p>	<p>1. The department is organizing a series of international expert talks and webinars to acquaint students on outcome based learning and life - long learning</p> <p>2. Students are & will be encouraged to get engaged in quality research apart from dissertation and in the term paper which are a part of the curriculum. Research is encouraged under the domain of departmental research projects.</p>
Department of Commerce	Alumni gave feedback that Thinking out of the box attitude should be inculcate and focus of becoming self-reliance.	The department has collaborated with ICSI for sharing knowledge, research and training to the potential students. Sessions regarding the same will be started from the academic year 2022-23 and the courses will be provided as value added course.

Conclusion

The Chairman also emphasized that in light of NEP 2020, more flexibility needs to be brought in the curricula of all the programmes. The departments should come up with the proposal of offering minors of their respective departments that can be clubbed with the major of the main programme to bring in more inter-disciplinary approach and flexibility for the students



Rashmi Agrawal
Member Secretary
Feedback on Curricula Committee

Dated: 19.01.2022

