

**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

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/Industry Experts

Feedback Analysis

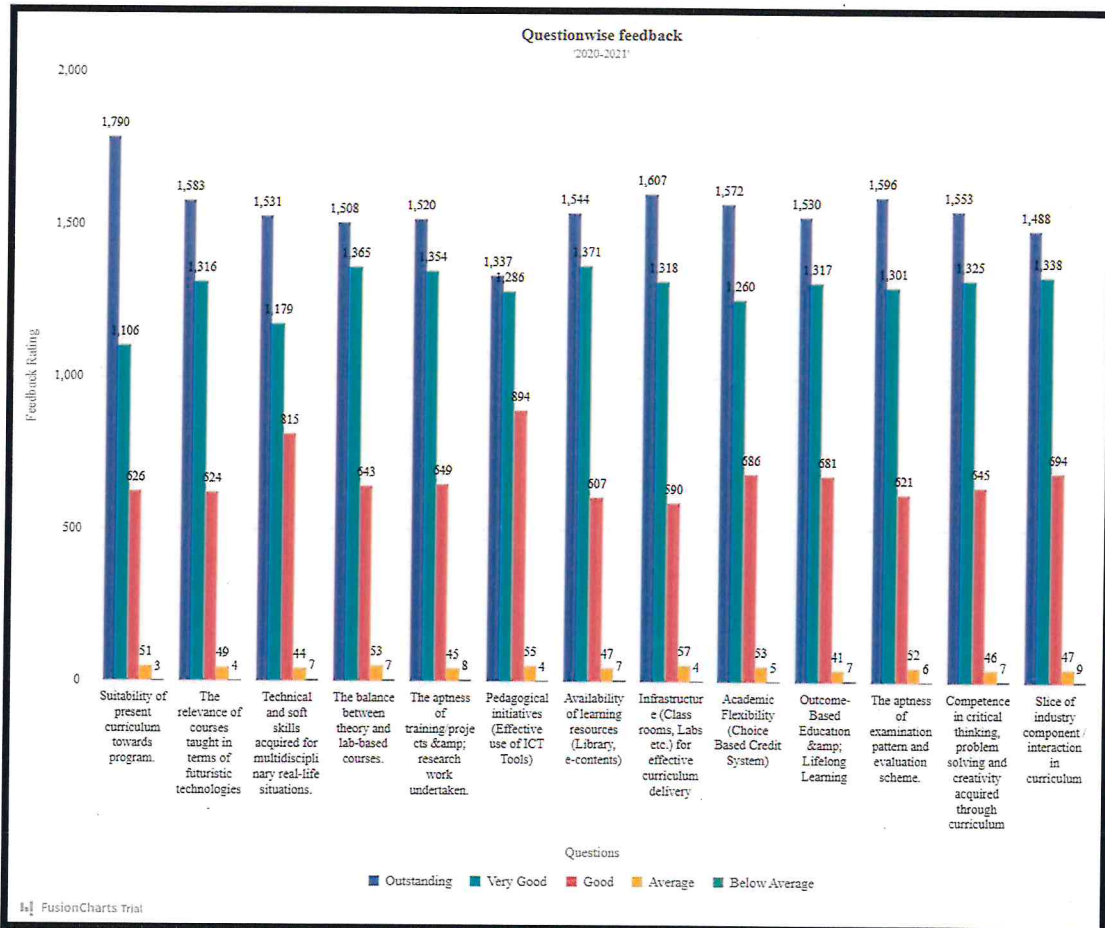
a) Student Feedback

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 7072 feedbacks (3576 in Odd semester and 3496 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



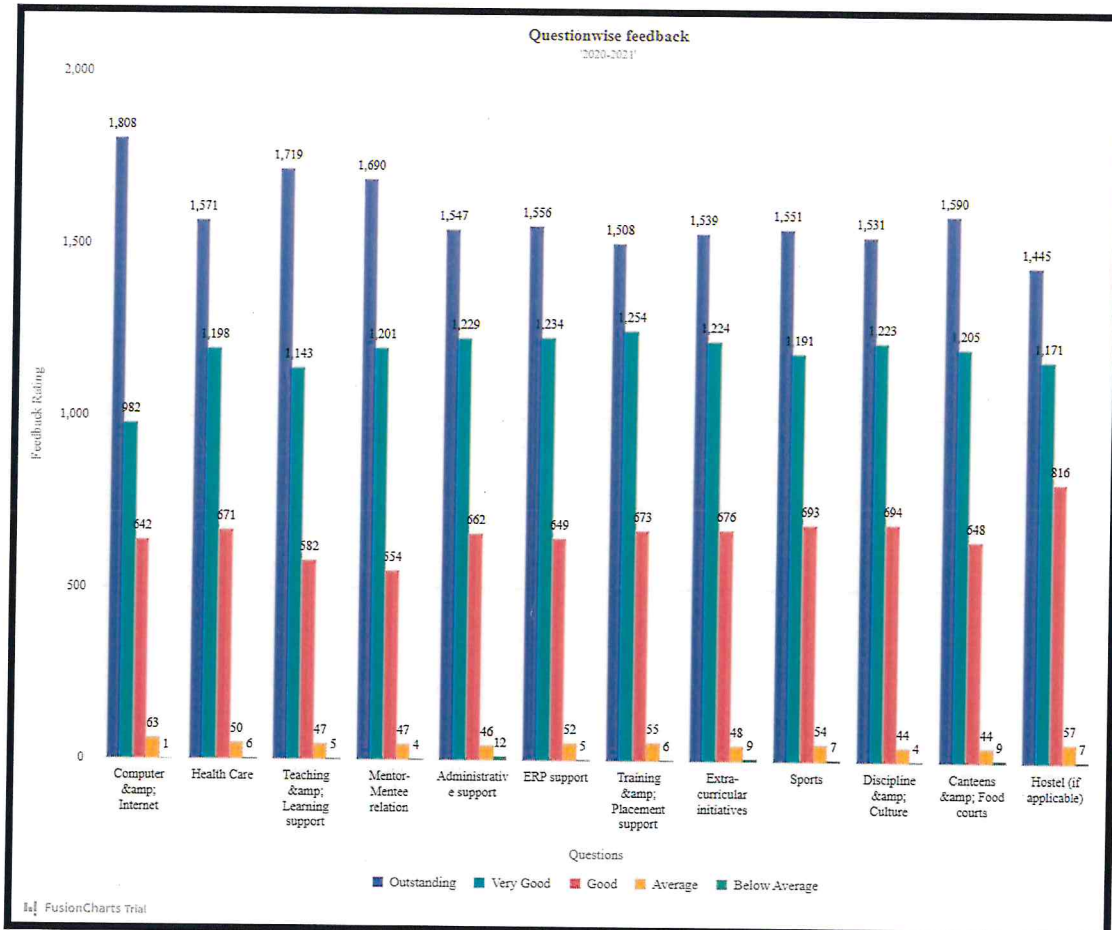
acquired for multidisciplinary real-life situations, Balance between lab and theory courses, Aptness of training /projects, Pedagogical initiatives (Effective use of ICT Tools), Availability of learning resources (Library, e-contents), Infrastructure (Class rooms, Labs etc.) for effective curriculum 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



2

Even Semester



Analysis of Responses-

In the feedback received by students in odd semester of AY 2020-21 out of 3576 respondents, 1683 students rated the curriculum outstanding in terms of suitability of present curriculum towards program, 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 3496 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 and only 6 students rated below

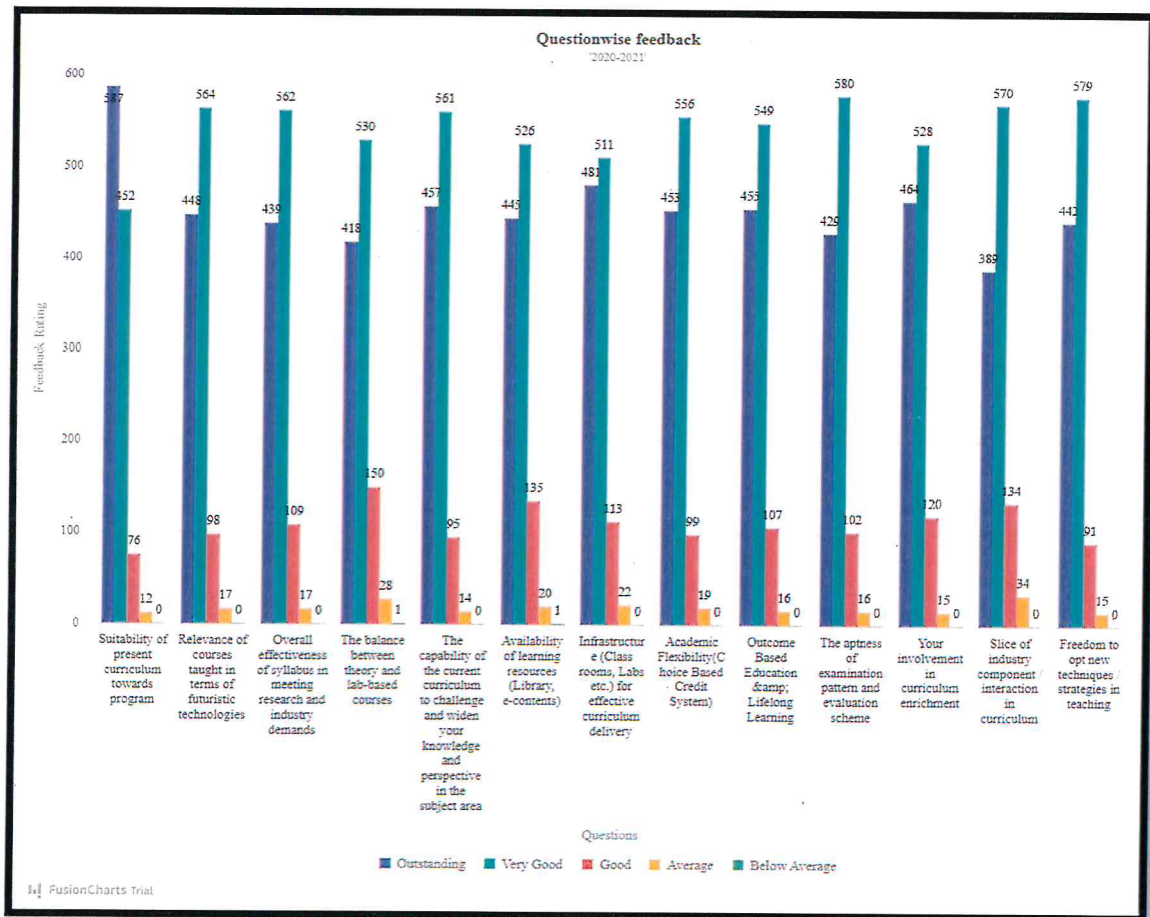


1225 rated very good, 614 rated good, 48 rated average and only 6 students rated below average. It was analyzed that 98% rated at least good out of which 80 % rated outstanding/very good.

b) Faculty Feedback

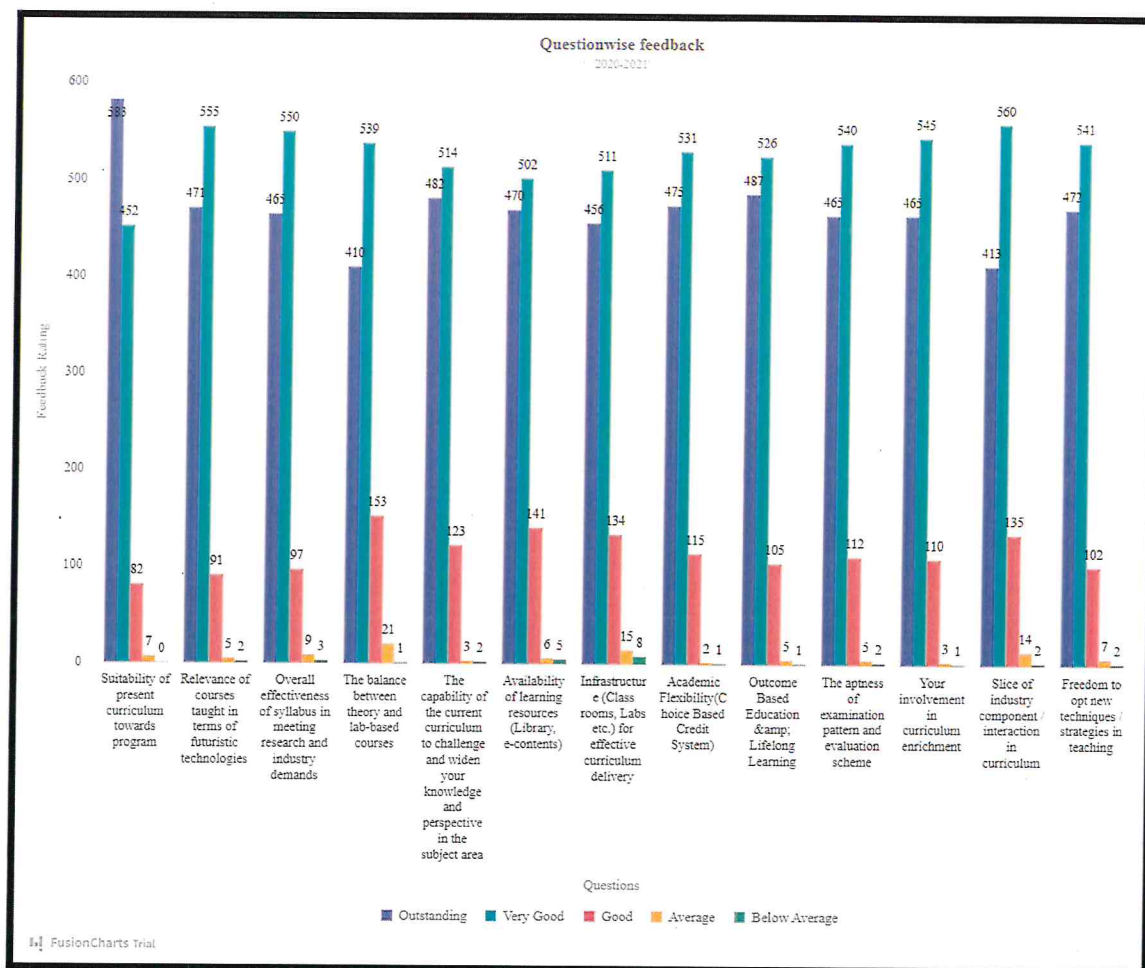
University faculty members are valued stakeholders in the teaching-learning process. Teachers' feedback is an important source of information for evaluating academics and student services. Teachers' feedback plays a prominent role in strategic development policies. Teacher's feedback on curricula reflects 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



4

Even Semester



Analysis of Responses-

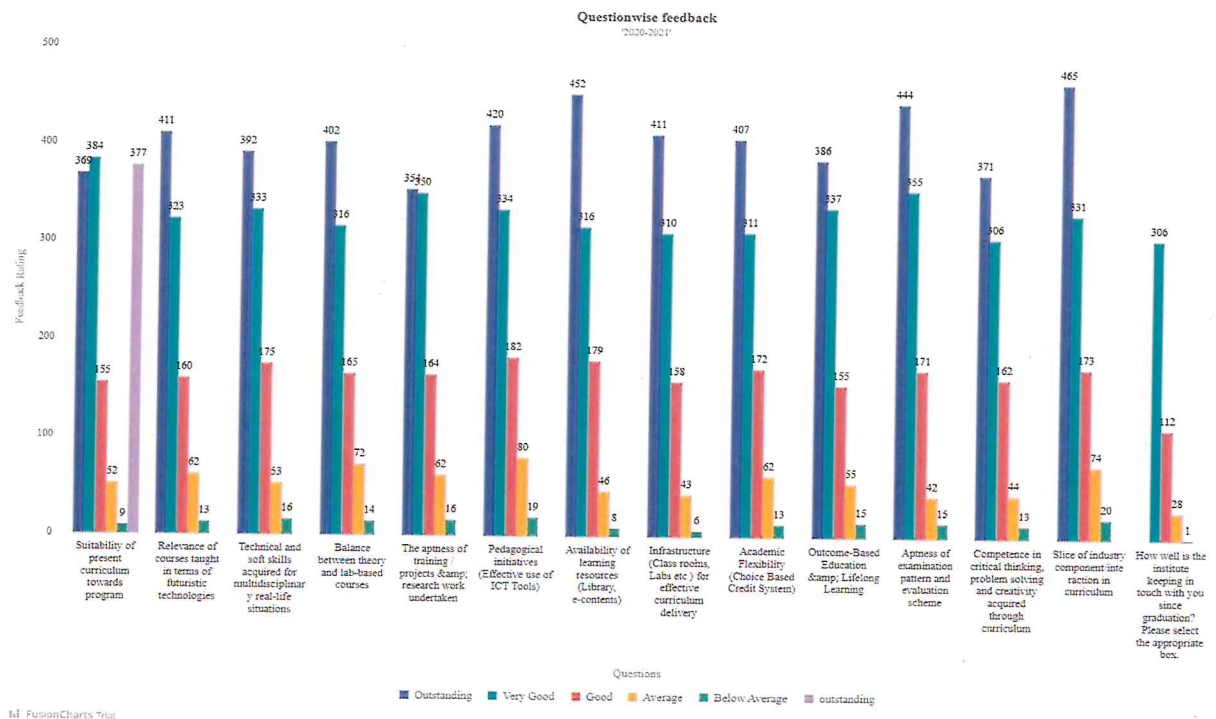
As per feedback policy minimum 75% of the existing faculty members involved in teaching the courses in a programme shall be required to give their feedback for proper analysis of feedback. However, an overwhelming response was received in the faculty feedback. In the feedback received by faculty in AY 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.



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-



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



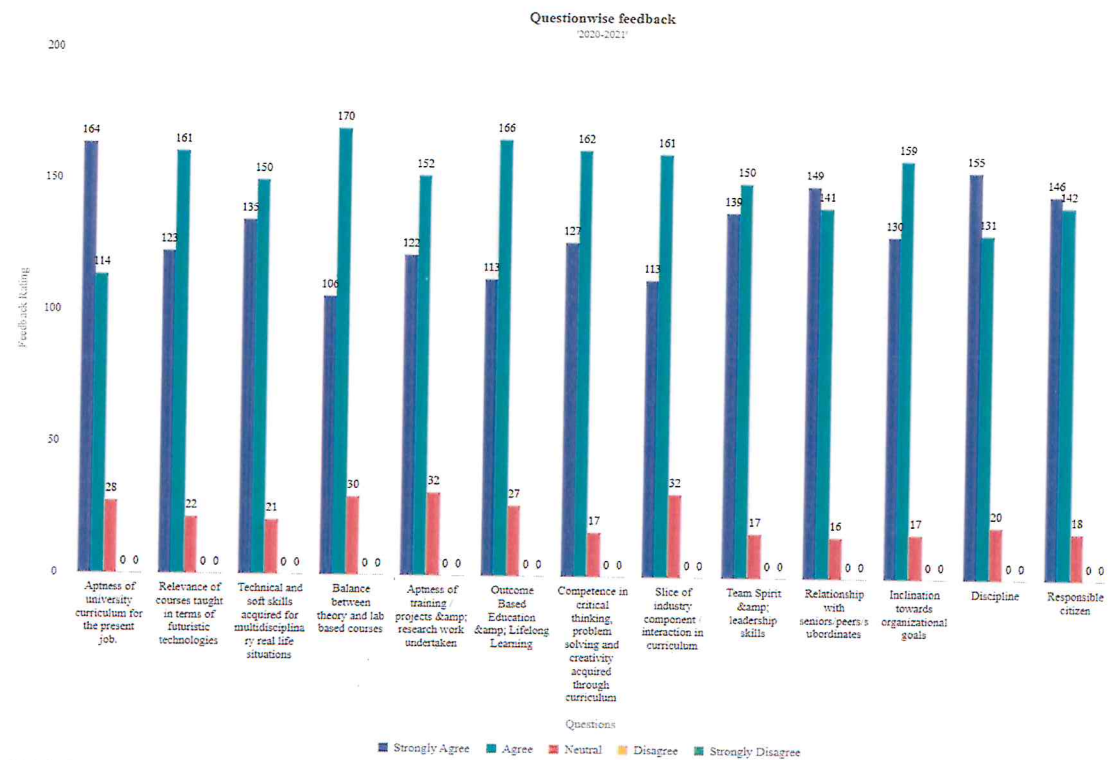
6

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 and only 13 students rated below 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-lifed 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-



7

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-

Department	Feedback	Recommendation/ Action taken
Department of Aeronautical Engineering	Students recommended that industry interaction/ visit/internship should be increased.	Department arranged 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	1. Students- Exposure on latest machines 2. Revision in syllabus is required	1. 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. 2. Electric and Hybrid vehicle course introduced along with Autonomous Vehicles through BOS through 19 th BOS held on 28.12.2020.
Department of Biotechnology	More companies of Biotechnology domain should be empaneled for placement.	More companies were roped in for campus placement. These included: (Titan Biotech, WNS Global Services Premas Planet, Spark Polymedure)
Department of Civil Engineering	1. Organize more site visits and industrial interaction;expert talks related to contemporary industry issues. 2. Mock Interviews need to be conducted before placement drives.	1. Three industrial visits have been organized by the department (Pyramid Infratech, National Council for Cement and Building Materials, Smart Cities India Expo, New Delhi) 2. Department organized GATE lecture series, AMCAT mock test and Mock interview of final year students.
Department of Computer Science and Engineering	1. Following new courses shall be proposed in the upcoming Board of studies: a) IoT Security using Blockchain b) Virtual Reality using UNREAL Engine 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:	1. a) Elementary Blockchain has been introduced. IOT concept will be added in the next version of the scheme. b) Training has already been given to faculty members in VR using UNREAL. They are instructed to get certification in this. Planning to add the subject to the next scheme. 2. To be added in the future depending on the enrollment.



	<p>a) Blockchain Security and Scalability</p> <p>b) Introduction to Fuzzy systems</p>	
Department of Electronics & Communication Engineering	<ol style="list-style-type: none"> To include courses on Human Area Network, Nanoelectronics, Atomic layer interface engineering, Antenna, OLED (Organic Light Emitting Diode) and Zigbee Technology, Internet of Everything. To include courses on Wireless Broadband Communications, Recent trends in Technology and its related courses & Advanced VLSI to enhance research projects. To organize more site visit and industrial interaction; expert talk related to present environment issues. 	<ol style="list-style-type: none"> With reference to the feedback collated by the stakeholders. Departmental Committee approved the course on Internet of Everything and will be submitted to the upcoming 26th BOS. Departmental Committee has approved to run a Course on Wireless Broadband Communication as it includes awareness about the recent communication technologies and how effectively the transfer of data can take place using these technologies. The proposal will be submitted to the upcoming 26th BOS. With reference to the Feedback received more than 10 site visits have been done to give a practical exposure to the students.
Department of Electrical and Electronics Engineering	<ol style="list-style-type: none"> Core Courses such as control systems, Power Electronics, Power Systems needs to be revised as per GATE/PSU exams. New Electives courses on Battery Management, Smart Cities, advanced power electronics needs to be as included as per the feedback on the curriculum by the stakeholders. Students wants to pursue for value Added courses on 	<ol style="list-style-type: none"> Action has been taken in the 24th BOS and contents have been approved in 35th AC meeting (Agenda No.35.19.02). Battery Management System Course is included in Electrical Vehicle specialization of 25th BOS and held in 37th AC meeting (Agenda No.37.16.06). Students were motivated to register for these courses from NPTEL/MOOC platforms or from open elective courses of



10

	IOT, Cyber Security and machine learning.	the University
Department of Mechanical Engineering	<ol style="list-style-type: none"> 1. Students recommended that industry interaction should be increased. 2. Employers suggested to increase the number of industry-oriented courses. 3. Increased use of ICT and interactive teaching methodologies. 	<ol style="list-style-type: none"> 1. Twenty five Students were taken to Pragatimaidan on 22.04.2022 for a visit to all Industrial equipment of Plastic and Moulding Industry. The operation of different machines in real was demonstrated. 2. Nine courses were approved by 25th BOS on dated 25-06-2022 and approved by Academic Council thereafter to be included in the curriculum for the batch 2021-2025 3. Flip classes are conducted using ICT accompanied with subject matter expert talks.
Department of Physiotherapy	<ol style="list-style-type: none"> 1. Students suggested that curriculum be more practical in nature rather than theoretical. 2. Students also suggested that physiology and Anatomy course requires more practical approaches. 	<ol style="list-style-type: none"> 1. A practical course on "Current Concept Physiotherapy Techniques" was proposed in 25th BOS held on 14th April 2021 and later presented in 36th Academic Council meeting held on 29th April, 2021 thereafter approved 2. Courses were revised and approved in 36th Academic Council
Department of Nutrition and Dietetics	<ol style="list-style-type: none"> 1. Faculty- Curriculum needs to be revised to include more of research-based work in masters 2. Employer- To bridge industry-academia gap for empowering students job readiness 	<ol style="list-style-type: none"> 1. After due discussion with Departmental Academic Committee (DAC) members, a special consideration was made to conduct targeted seminars/conference in allied health areas so students get chance to learn and participate in same. In academic year 2021-22, two international conferences were organized to provide the opportunity. 2. Constant efforts are made to strengthen industrial tie ups in order to bridge the industry-academia gap. This would make our students self-sustainable wrt industrial



		requirements. Additionally, two more industrial experts have been added to the Board of Studies (Notification no: MRIIRS/Notification/2022/104, Dated: 13/07/22) to provide their inputs on curriculum with respect to industrial outlook.
Department of Computer Applications	<ol style="list-style-type: none"> 1. The curriculum should be upgraded as per the latest IT technologies and with the feedback taken from Industry partners. 2. More Technical activities /competition should be organized. 	<ol style="list-style-type: none"> 1. New courses with respect to specialization in Data Science & Big Data Analytics , Artificial Intelligence & Machine Learning & Cyber Security have been approved in 27th BOS. 2. Under various technical clubs multiple activities were conducted like Webholic, E-Tecnoholic, Technocode, BGMI on Gaming etc. by the department
Department of Journalism and Mass Communication	Course Curriculum should encourage/motivate extra learning or self-learning.	All the students are encouraged to enroll in at least two value added courses provided by the University such as Digital marketing, health and fitness, Programming languages, excel for managers etc. along with it they are directed to enroll in selected courses of SWAYAM. Students are motivated to register in various online courses in MOOC/Coursera.
Faculty of Management Studies	<ol style="list-style-type: none"> 1. Students - Regular guest lectures and more industry visits 2. Faculty- Interactive seminars/ webinars/ workshops on skill development 3. Faculty- Involvement of more & more industrial based experience 4. Alumni- More alumni 	<ol style="list-style-type: none"> 1. During AY 2021-22, interaction has taken place with 27 experts from industry 2. Workshop based module on Enhancing Personal and Professional Employability Skills has been started by the department. The module focuses on goal setting and soft skills development. Two sessions per week have been conducted w.e.f. Nov. 15, 2021 by Leadership Coach and Trainer- Mr. Sandeep Nagpal



		<p>3. As part of each course, faculty 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; during AY 2021-22, nine course based expert sessions were conducted; students completed certifications through MOOCs, for credit transfer: 192</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 was held in March 2022, attended by more than 100 alumni; Alumni connect session conducted: 04</p>
<p>Department of Economics</p>	<p>1. The students of Department of Economics requested for guidance on career opportunities after Economics</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</p>	<p>1. The department organised 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 has been revised in 17th BOS dated 9th June, 2022.</p> <p>3. The course on Statistical Software offered at bachelors and masters level has been revised in 17th BOS dated 9th June, 2022.</p>



	<p>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 dropped.</p>	
<p>Department of Social and Political Studies</p>	<ol style="list-style-type: none"> 1. The students of the Department of Social and Political Studies showed interest in outcome based learning and life - long learning. 2. The students showed their interest in enhancing their research skills and improvement in ICT. 	<ol style="list-style-type: none"> 1. The department organized a series of international expert talks and webinars to acquaint students on outcome based learning and life - long learning 2. A list of books has been shared with the central library for procurement. Procurement of books is under process.
<p>Department of Commerce</p>	<ol style="list-style-type: none"> 1. Alumni gave feedback that Thinking out of the box attitude should be inculcate and focus of becoming self-reliance. 2. Attention provided to slow learner students. 	<ol style="list-style-type: none"> 1. 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. 2. Special classes and doubt sessions were conducted for the first year students during sessional examinations and before start of final examinations.



Conclusion

It was suggested by the feedback on curricula committee that the students' feedback format in respect of feedback on curricula may be revised to bring at par with Students Satisfaction Survey format of NAAC. 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


Chairperson
(Feedback on Curricula)


Member Secretary
(Feedback on Curricula)
20/09/24

Dean Academics
MRIIRS, Faridabad



15