

USHA MARTIN UNIVERSITY



Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

2021-22

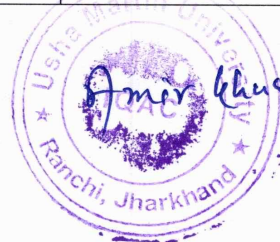


Feedback collected and analyzed is placed before the IQAC committee, and members have suggested some changes based on the ratings received. Suggestions have been provided to respective departments and Action after that is implemented.

Action Taken Report based on Student's Feedback		
Sl. No.	Issue Raised	Action Taken
1	Effectiveness of curriculum in promoting entrepreneurship, employability, and skill development	Students were encouraged to choose elective courses on skill development. These courses offered practical skills beyond the core curriculum, covering topics like communication, leadership, technical proficiency, and creative arts.
2	The balance between theory and practical courses	Practical courses across multiple academic programs have been revised to meet program standards. Adjustments to the ratio of theory and practice have been made, ensuring a balanced curriculum. Enhancements include the addition of hands-on components like laboratory work and case studies. Faculty are encouraged to integrate theoretical concepts into practical courses, emphasizing real-world applications. Cross-disciplinary initiatives are also being explored to further integrate theory and practice.
3	Program inculcated necessary ethical values and concern for society	In various programs, efforts have been made to enhance student development. Personality development classes, facilitated by the Training and Placement department, have been conducted across disciplines. Additionally, courses focusing on ethical values have been incorporated into the curriculum.
4	Availability of curriculum-specific study material	Various academic programs have taken measures to enhance study and reference materials for students. Materials have been uploaded to Infflibnet and the Learning Management System (LMS) of the University, improving accessibility and support for learners.
5	The inclusion of Value-Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement.	Across various programs, Value-Added Courses (VAC) have been introduced to address student feedback and meet industry demands.



Action Taken Report based on Teacher's feedback		
Sl. No.	Issue Raised	Action Taken
1.	The accuracy in stating the program objectives & outcomes.	Efforts have been undertaken to review and adjust course outcomes and course objectives of courses across various programs within the curriculum. Modifications have been made to ensure proper mapping and relevance, with changes set to be implemented in the upcoming academic years for certain programs. Additionally, faculty training sessions have been conducted to enhance their ability to align course materials, assessment methods, and learning activities with program objectives and outcomes. These initiatives reflect a commitment to continuously improving the quality and alignment of educational offerings.
2.	The structure of the curriculum on attainment of career enhancement	Various initiatives have been implemented across programs to enhance students' educational experience and skills. These include inviting industry experts for talks, promoting Project-Based Learning, offering professional certifications, providing flexibility in the curriculum, conducting workshops and seminars, field visits, internships, and modifying



		the curriculum to align with industry needs. These efforts aim to better prepare students for their future endeavors.
3.	The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation.	New courses emphasizing entrepreneurship and employability are being proposed. Routine workshops and seminars will be organized regularly across the program.
4.	The ratio of theory and practical courses in the curriculum balanced with each other	In various academic programs, students were engaged in practical activities to enhance learning and skill development. These include extension programs, vocational training, integration of practical components into courses, and faculty development initiatives. Updates to the curriculum ensured a balanced blend of theory and practice, while new value-added courses enriched students' learning experiences.
5.	Participation in curriculum design, revision, and development methods	In various academic programs, modifications and enhancements have been made to improve the learning experience and align with industry standards. These include modifying question patterns based on external suggestions, and implementing industry-focused syllabi.



6.	Prescribed reading material in the Departmental Library / Central Library in proportionate to the curriculum.	Efforts to enhance digital resources and accessibility are underway across academic programs. More e-contents are being uploaded to platforms like Infilbnet and LMS portals, facilitating easy access for students. E-libraries provide access to the latest study materials. Open Educational Resources (OER) are also being explored to supplement textbooks, and formal requests have been made to libraries for more relevant books. These initiatives aim to improve learning experiences and support students' academic success.
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Action Taken Report based on Alumni feedback

Sl. No.	Issue Raised	Action Taken
1.	The syllabus and sequence of courses in different semesters/years of the program were useful for their professional career.	A group made up of academic experts, company executives, and faculty members thoroughly reviewed the course outline and material. The purpose of the study was to evaluate how well the current curriculum met the professional demands of students by assessing its relevance, coherence, and effectiveness professions
2.	The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes.	To integrate value-based teaching strategies into lectures and lab sessions, faculty members received specialized training in education. This course concentrated on methods for developing students' capacity for empathy,



		supporting moral decision-making, and elevating their level of professionalism.
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Action Taken Report based on the Employer feedback		
Sl. No.	Issue Raised	Action Taken
1.	The relevance of the course content within the program.	Opportunities for professional development were given to faculty members so they may increase their knowledge and proficiency in subjects related to the new curriculum. Among these were training sessions, seminars, and workshops led by prominent academics and business people.
2.	The course content of the program is based on the managerial and leadership aspects.	To promote teamwork, critical thinking, and decision-making abilities, an active involvement of students in conversations, group projects, and leadership role-playing exercises was used.

