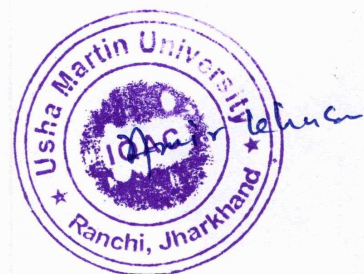


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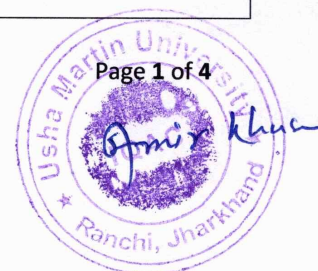
Action Taken Report (ATR) based on Stakeholder's Feedback (Student, Teacher, Alumni, Employer)

2022-23



Feedback collected and analyzed is placed before the IQAC committee, which has suggested some changes where the matrix was lower than average. Suggestions have been suggested and Action then after that is implemented.

| Action taken report based on Student's feedback | | |
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| Sl. No. | Issue Raised | Action Taken |
| 1. | The curriculum of the program is based on its efficacy on entrepreneurship, employability, and skill development. | The course curriculum was revised to ensure it aligned with the objectives of developing entrepreneurship, providing job prospects, and nurturing skill growth. This involved adding entrepreneurship courses or modules and incorporating practical components to offer students hands-on experience and boost their skill development. |
| 2. | The program is based on the clarity of program/course objectives and outcomes. | A thorough review of the curriculum's course outcomes and objectives has been carried out, leading to adjustments aimed at improving the alignment and mapping of certain courses. |
| 3. | The ratio of theory and practical courses in the curriculum is balanced with each other. | Adjustments have been made to the practical courses in the program based on student feedback, aiming to meet their requirements. These changes were prompted by the need to ensure a balanced blend of theory and practical courses in the curriculum, fostering a richer learning experience that seamlessly combines conceptual understanding with hands-on application. |
| 4. | The teaching-learning tools i.e. LMS, demonstration, PowerPoint, chalk & board practices, etc. including program assessment methods (assignments/class test/seminar/field projects, etc) by teachers to cover the | Certain programs improved the interface of the Learning Management System (LMS) to enhance its usability and interactivity. There was a focus on enhancing lectures by encouraging faculty to incorporate real-life demonstrations and interactive PowerPoint presentations. Study materials were made accessible on DELNET, COLLPOL ensuring greater accessibility and convenience for all users. |



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| 5. | The inclusion of Value-Added Courses as additional courses to acquire extra knowledge & skills useful for self-improvement. | After considering the input from students, specific programs have recognized the need to incorporate additional VAC courses into each program to align with current technological and industrial requirements. |
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| Action taken report based on teacher's feedback | | |
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| Sl. No. | Issue Raised | Action Taken |
| 1. | The program is aligned with the stated program objectives & outcomes | Based on the feedback, program objectives, and outcomes were revised to ensure better alignment with educational goals and facilitate more effective teaching and assessment strategies. |
| 2. | The structure of the curriculum on attainment of career enhancement | Students were provided with opportunities to obtain pertinent professional certifications or engage in supplementary training programs to improve their chances of employability. Flexibility was introduced into the curriculum, enabling students to specialize in their chosen areas within their field of study. Additionally, elective courses were made available to accommodate various career trajectories. |
| 3. | The syllabus is updated in the curriculum based on the needs of various stakeholders. | The program established a structured curriculum review timetable and updated the syllabus to include new subjects, technologies, and methodologies, providing students with a modern and forward-looking education. |
| 4. | The proportion of courses in terms of its focus on skill development, entrepreneurship development, and employability generation. | All courses in the program curriculum underwent a thorough assessment to ensure they align with goals related to skill development, entrepreneurship, and employability accordingly new courses were introduced to fill identified gaps to introduce new courses. |



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| 5. | The ratio of theory and practical courses in the curriculum is balanced with each other. | A thorough assessment of the existing curriculum has been conducted to evaluate the ratio of theory and practical courses. Practical courses have been enhanced to provide deeper insights and connections to theoretical concepts, fostering a more holistic learning |
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Action taken report based on Alumni feedback

| Sl. No. | Issue Raised | Action Taken |
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| 1. | The teaching-learning practices adopted during lectures and laboratory classes made you a compassionate professional with the right values & attitudes. | By showing empathy, compassion, and moral behaviour in their interactions with students, faculty members acted as role models for the students. In their professional endeavours, faculty members create a positive example for students to follow by modeling values-aligned practices and professional conduct. |
| 2. | The learning environment is suitable for productive innovation, research & development. | Mentorship programs were implemented to pair students with faculty mentors and industry professionals who provide guidance and support throughout the research process. Mentorship opportunities allow students to gain valuable insights, develop research skills, and build professional networks. |

Action taken report based on Employer feedback

| Sl. No. | Issue Raised | Action Taken |
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| 1. | The technical efficacy of the courses for solving real-time problems/ applications | The advantage of collaborations with academic institutes, industrial organizations, and technology corporations was employed to expose students to real-world projects and applications. Students were provided with guest lectures, field visits, education trips, industry visits, and |



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| | | internships and had experience in real work environments. |
| 2. | The experimental tools, equipment, and practices used in the program are relevant to the industrial applications. | The curriculum was updated to include experimental tools, equipment, and procedures that are directly applicable to industrial applications, based on the results of the industry requirements assessment. Modern, industry-standard procedures have taken the place of antiquated or outmoded practices, guaranteeing that students have the abilities and information required to succeed in their fields. |

