Revised Standard Operating Procedure 2018-19
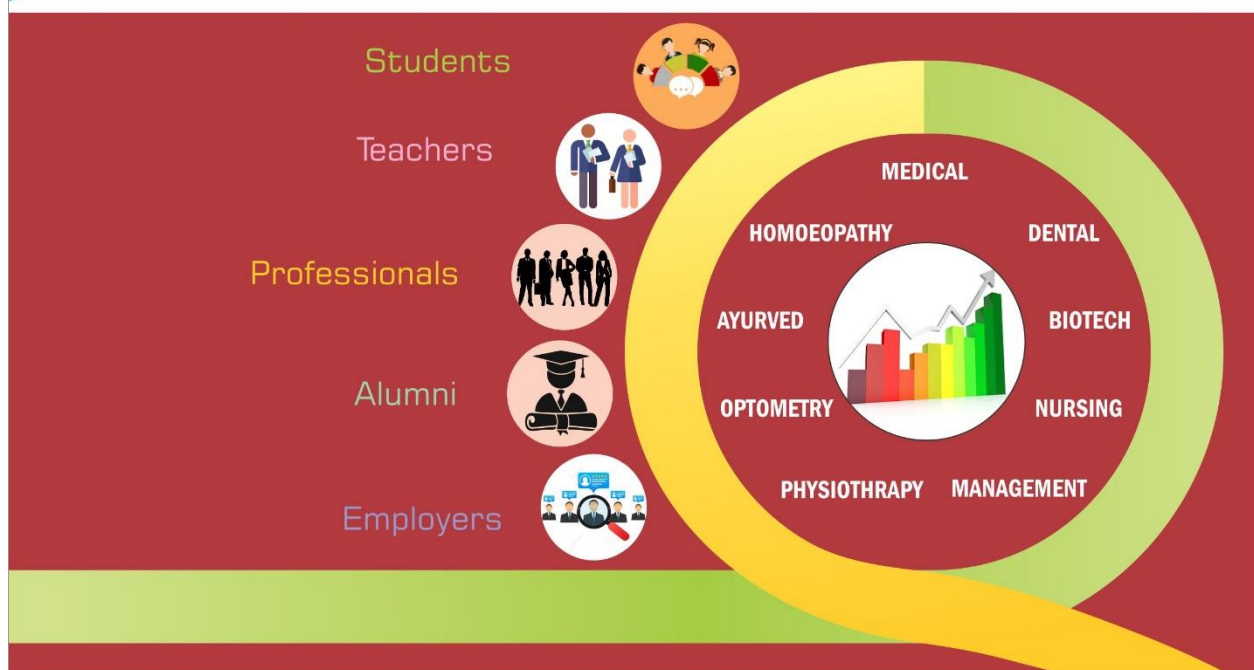
Students
Teachers
Professionals
Alumni
Employers

MEDICAL
HOMOEOPATHY
DENTAL
AYURVED
BIOTECH
OPTOMETRY
NURSING
PHYSIOTHRAPY
MANAGEMENT

DPU
Dr. D. Y. PATIL VIDYAPEETH, PUNE
(Deemed to be University)

(Re-accredited by **NAAC** with a **CGPA** of **3.62** on a four point scale at **'A' Grade**)
46th rank in **University Category** and 20th rank in **Medical Category** in India **(NIRF-2019)**
(Declared as **Category - I University** by UGC Under Graded Autonomy Regulations, 2018)
(An ISO 9001 : 2015 and 14001 : 2015 Certified University)

Rules Governing Feedback Analysis, Action Taken Report & Follow Up-2018-19

DPU

Dr. D. Y. Patil Vidyapeeth, Pune
(Deemed to be University)
(Re-accredited by NAAC with a CGPA of 3.62 on a four point scale at A Grade)
(An ISO 9001:2015 Certified University)

Extract of the resolution passed in the meetings of Board of Management regarding administrative decisions taken by the Vidyapeeth Office during the last five years.

****

Board of Management held on 12ᵗʰ April, 2019

Item No. BM-19: Any other item with the consent of the chair.

Item No. BM-19(iv)-19: To consider and approve SOPs / Guidelines for various committees of Dr. D. Y. Patil Vidyapeeth, Pune and Value Added Programmes.

Resolution No. BM-19(iv)-19: After detail discussions, it was resolved that the following SOPs/Guidelines for committees, Awardees, Value Added Programmes, Feedback Analysis etc. be approved.

1. SOP for Anti Discrimination Committee
2. SOP for Gender Sensitization Committee
3. SOP for Minority and OBC Committee
4. SOP for Internal and Statutory Audit
5. Guidelines for Internal Complaints Committee
6. Guidelines for Anti-Ragging Committee.
7. SOP for Value Added Programmes
8. SOP for Awardees (Career Advancement)
9. SOP for Feedback Analysis
10. SOP for Strategies for Optimal Utilization of Resources
11. SOP for Resource Mobilization
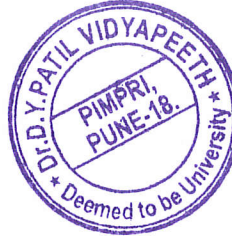
(Dr. A. N. Suryakar)
Registrar

****

Document ID: DPU/FED-CRT-I-2018-19

Section: Curricular Aspects

Total pages: 20

Issued By: DPU-IQAC

Approved By: Board Of Management [Resolution No. BM 19(iv)-19 dated 12th April 2019 [48th meeting of BOM]

Effective date: 12/4/2019

Preamble:

Mechanism of feedback collection and its analysis is essentially required to improve all aspects of quality assurance. It plays an important role in improvement of quality enhancement, evaluation and revision of curriculum, teaching – learning procedures, infrastructure and learning resources. Feedback from stake holders like students, teachers, employers, alumni and professionals over curricula and syllabi allows to the Vidyapeeth to evaluate problems faced by them. This mechanism of feedback collection, analysis provides opportunity for the conduct of revision for improvement in quality measures and allows assurance for sustenance for excellence for all time. Hence Higher education in Health Science Universities must have SOP and follow it; which prepared and received periodically on the basis of feedback stakeholders.

Overview of feedback process:

- To improve in quality measures and assurance for sustenance for its excellence; Health Science Institution must follow standard operating procedure [SOP] to use inputs from stakeholders.
- The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders.

Responsibilities: The Head of the College/Institution /Centre shall be responsible for the implementation of this SOP [Mechanism/processes]

The institution / college shall ensure the feedback and its analysis from the following stakeholders

Sr. No.	Stakeholders	Frequency	Model	Module of collection; digital/online
1	Students	Biannually	All students	Yes
2	Teachers	Yearly	All Teachers	Yes
3	Employers	Yearly	Random Sample	Yes
4	Alumni	Yearly	Random sample	Yes
5	Professionals	Yearly	Random Sample	Yes
6	Exit response from Interns	At the time of completion	All interns	Yes
7	Outgoing UG , PG students	Yearly/ after final University Examination	All outgoing UG, PG students	Yes

Scope

To maintain unambiguous manner; feedback question template from all stakeholders on curricula, teaching – learning methods, infrastructure and learning resources are prepared.

Feedback collection process is online; from all the student it is collected biannually while from other stake holders it is collected yearly. From professionals, employers and alumni; it is collected randomly.

Constitution of Institutional Level Committee for feedback collection, analysis and action taken on feedback

DPU Vidyapeeth decentralised the mechanism of feedback for its function to all constituent Institutions; to have "committee for feedback collection" consisting of Head of the Institute as chairman and college coordinator as member secretary. The head of the Institute will nominate required members of the committee from various departments.

Methodology

1. Ensure digital facilities and technical support provided by IT department
2. Student and teachers are provided their username and password of DPU ERP
3. Provide the link on students and faculty DPU ERP dashboard inbox during stipulated timeframe
4. Support of IT expert in process of collection feedback digitally and help in analysis of the same
5. Students and teachers have to submit their respective feedback before specified timeframe
6. After due time of timeframe; feedback link will be turn off automatically

Responsibility of Institutional level Feedback committee

1. The Head of the Institute shall announce the Academic schedule for collection of feedback from students and teachers.
2. The Question template for collection of feedback from stakeholders are given in Annexure
3. Online submission of feedback through DPU ERP module.
4. Onine submitted feedback are analysed by Using inhouse prepared software by IT Department
5. All institute coordinators are provided unique username and password of DPU ERP for access the information
6. Graphical and tabular implications and conclusion are drawn
7. Final report is prepared by respective feedback committee which is further presented in respective college council meetings by respective coordinators.
8. Action taken report to be prepared by Head of the Institute.

9. Presentation and summary of Action taken report in Vidyapeeth Meeting under the chairmanship of Hon. Vice Chancellor
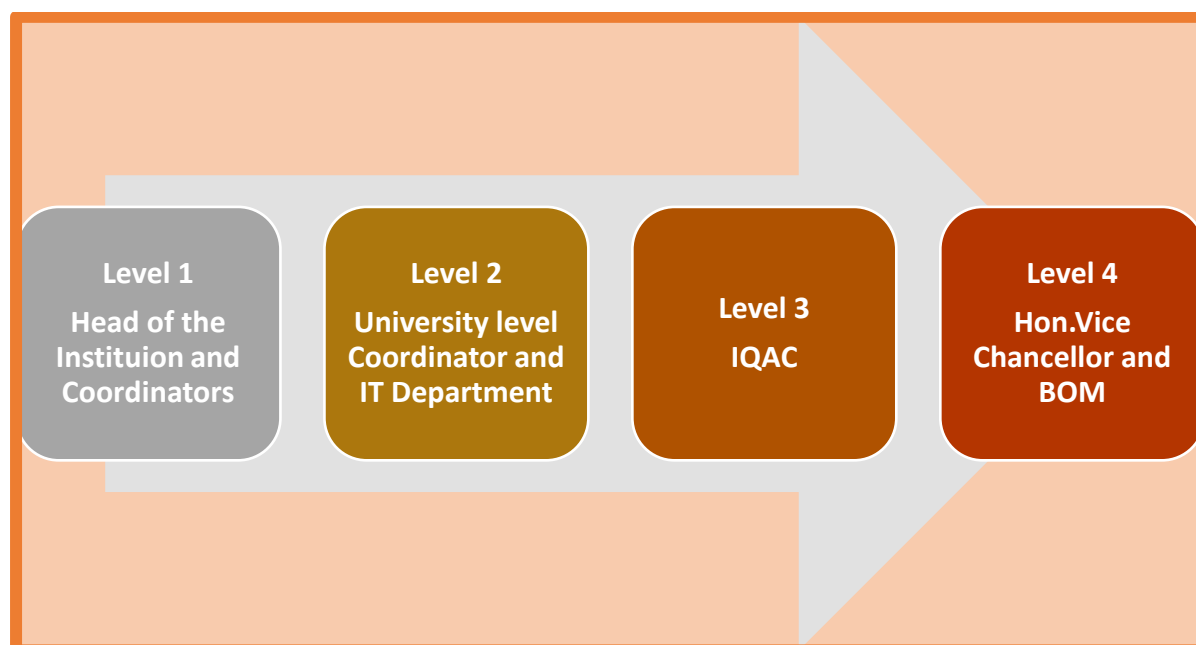
Responsibility of DPU Vidyapeeth Coordinator for feedback Analysis System

1. To finalize feedback template and ensure its availability to all institute coordinators
2. To review feedback mechanism process and provide suggestion over it for the revision and improve its quality
3. To compile action taken report of all constituent Institution and forward to IQAC cell.

Role of IQAC

1. To prepare consolidated report and present to Hon. Vice Chancellor, then forward to Board of Management [BOM] along with his remarks and remedial actions to complete the process.
2. To Publish appropriate report in Vidyapeeth Annual Report
3. To upload same report on Vidyapeeth website.

Flow Chart of Feedback process

Level 1	Level 2	Level 3	Level 4
Head of the Instituion and Coordinators	University level Coordinator and IT Department	IQAC	Hon.Vice Chancellor and BOM

Role of IT department:

The student can submit their feedback online by either login to "Campus DPU ERP" mobile application on Android/iphone Smart phones or on "Campus DPU ERP"

Service web page in Google Crome. Username and Password of all students are provided to all institution's "Student Sections" and student can get it from them. Procedure of feedback submission Page: Feedback Set Studentwise.aspx

Questions will be displayed on the screen after clicking on specific staff name.

Feedback Set (Faculty)

User will have to create Feedback set by filling the fields and then click on <u>Save</u> button. After clicking on <u>Save</u> button user will get a message that 'Feedback Saved Successfully'. By selecting Class, all the students under that class will be displayed. By selecting Department, all staffs under that department will be displayed on the screen. User can select staff and allocate the students, so that students can give feedback for the selected staff and then click on Allocate Teachers button. User will get a message 'Feedback Allocated Successfully' after clicking on Allocate Teachers button.

Feedback Set (Course)

After clicking on Feedback on Course tab. User will have to select Class. Students under that class will be displayed after selection of class. Select Subjects and Students to whom user wants to set feedback for that subject and then click on <u>Allocate Subjects</u> button

After clicking on <u>Allocate Subject</u> button, user will get a message like 'Feedback Allocated Successfully'.
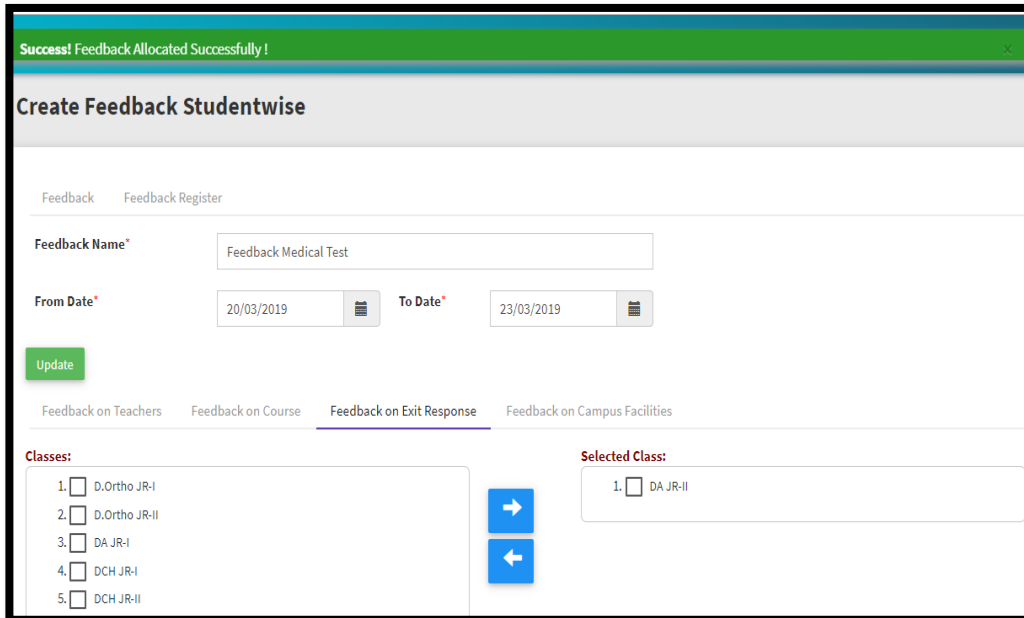

List of subjects which is allocated to that particular student will be displayed after clicking on count button. User can also delete the allocated subject by selecting the checkbox corrsponding to the particular student that the user want to dealllocate.

Click on Delete Button to delete the allocated subjects.

Feedback Set (Exit Response)

Click on Feedback on Exit Response tab, you will get the window as in screenshot. User will have to Select Class. After selection of class, click on -> (arrow) button. Students under that class will be able to give feedback on Exit Response.

Note: Exit response feedback is for final year students.

After

clicking on-> Button .User will get a message 'Feedback Allocated Successfully'. User can also deallocate by clicking on<- button.

Feedback Set (Campus Facility)

Click on Feedback on Campus Facility tab, you will get the window as in screenshot. User will have to Select Class. After selection of class, click on -> (arrow) button. Students under that class will be able to give feedback on Campus Facility. User will get a message 'Feedback Allocated Successfully' after clicking on -> (arrow) button.

User can deallocate class by clicking on <- (arrow) button.

Give Feedback (Students)

Students needs to log in to the ERP. 'Give Feedback' menu will be shown in their Dashboard.

Students must click on Give Feedback menu to give feedback.

#						
2	Encourages clearance of doubts by the students	●	○	○	○	○
3	Encourages innovative ideas, creativity and the spirit of enquiry	○	●	○	○	○
4	Ensures that students have understood important points in the lesson	○	○	●	○	○
5	Explains the learning objectives at the beginning of each session	○	○	○	○	○
6	Has good proficiency in the subject	○	○	○	●	○
7	Incorporates up-to-date information in teaching beyond what is described in text books	○	○	●	○	○
8	Pays attention to identify learning difficulties in students and help them	○	○	●	○	○
9	Shows high degree of professionalism, exemplary and ethical behavior towards colleagues, students and patients	○	○	●	○	○
10	Takes efforts to integrate the lessons by highlighting their relevance in clinical practice	○	○	●	○	○
11	The teacher has good communication skill and explains the topics in simple, understandable language	○	●	○	○	○
12	The teacher is proficient in using modern teaching aids like LCD projectors, web sources, smart boards etc	○	●	○	○	○
13	The teacher is punctual in the class	●	○	○	○	○
14	The teacher strives to give individual attention to the students during practical/clinical sessions	●	○	○	○	○
15	The teacher summarizes and provides take-home message at the end of each session	○	○	○	○	○
16	Welcomes challenging academic discussions and debates	●	○	○	○	○

Submit

Students can see all the feedback that the students should give. Students can see the staff to whom they must give feedback after clicking on Feedback on Faculty.

'Record Saved Successfully' message will be displayed on the screen after clicking on Submit button.

Students can give feedback on course by clicking on Feedback on Course menu.

After clicking on Feedback on Course menu, the below page will be displayed

Questions will be displayed on the screen after clicking on that specific course. Students can select any option for question.

All questions are compulsory, student cannot skip any question.
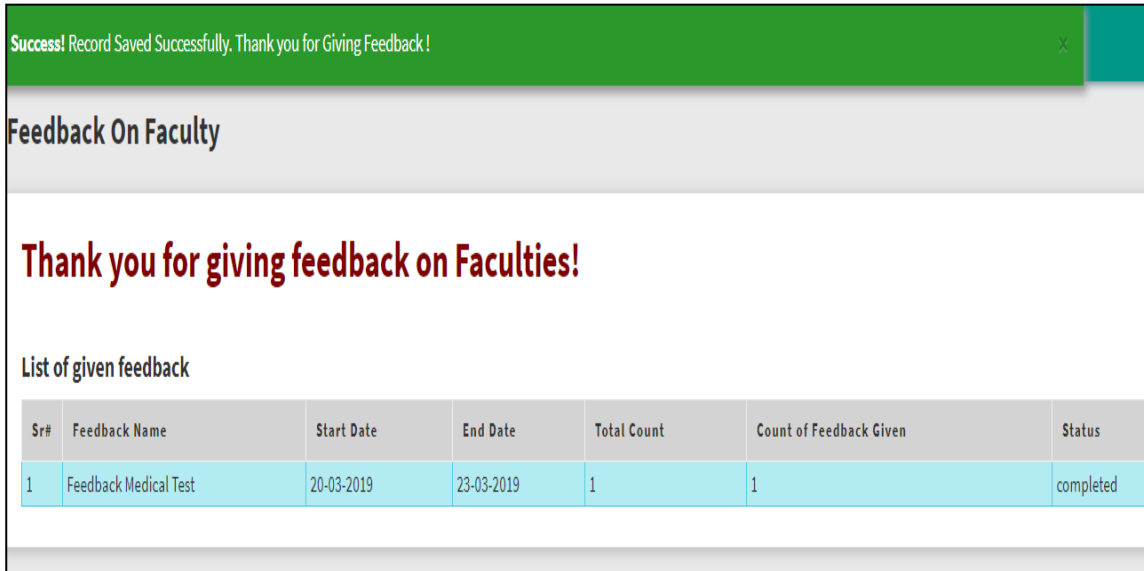
#						
3	I can recognize medical disorders in elderly people and make appropriate decisions on their management	●	○	○	○	○
4	I do not face any difficulty in relating the lessons learned in the clinical setting to issues in community health, personal lifestyles and habits	●	○	○	○	○
5	I feel confidant to communicate with patients and their attendants with due regard to empathy, ethics and professionalism	●	○	○	○	○
6	I feel confident in diagnosing common medical disorders with an understanding of their causative mechanisms	●	○	○	○	○
7	I feel confident to provide initial management of acute medical emergencies and make decisions on referring the patient in time for specialized care	○	●	○	○	○
8	I have acquired the skill to access electronic databases and apply the information so gathered in the diagnosis and management of clinical problems	○	○	●	○	○
9	I have acquired the skill to assist in bedside investigative procedures like lumbar puncture, pleural/peritoneal tap, bone marrow aspiration/biopsy and liver biopsy	○	○	●	○	○
10	I have acquired the skill to elicit clinical history and conduct a systematic physical examination in the diagnosis of common medical disorders	○	●	○	○	○
11	I have acquired the skill to use common diagnostic instruments in clinical examination	○	●	○	○	○
12	I have gained an understanding of the basic principles of biomedical research, epidemiology and evidence-based medicine	●	○	○	○	○
13	I have learned to integrate my knowledge in basic medical sciences like Anatomy, Physiology and Biochemistry with clinical data and its application in clinical practice	●	○	○	○	○
14	I have learned to perform simple routine procedures like blood smear, urine, stools, sputum and other biological fluid examinations	●	○	○	○	○
Any Suggestion		Good				

Submit

Student can give any suggestion. Suggestion is not mandatory.

In the same way, students can give feedback for Exit Response and Campus Facility

You can take print out by clicking on Print button.

Success! Record Saved Successfully. Thank you for Giving Feedback !   x

Feedback On Faculty

Thank you for giving feedback on Faculties!

List of given feedback

Sr#	Feedback Name	Start Date	End Date	Total Count	Count of Feedback Given	Status
1	Feedback Medical Test	20-03-2019	23-03-2019	1	1	completed

List of non-responded students will be displayed on the screen after clicking on List of Not-Responded Students button.

Select Feedback Set	Medical Feedback 2017-18 Second Year	▼		
Select Class	MBBS-II Sem- 4 ▼	Count of Responded Students		
Select Staff	Dr. Shubhangi Y. Tayade ▼	Count of Non Responded Students		

List of Responded Students   List of Not Responded Students

Print

List of Not Responded Students

Show 10 ▼ entries   Search:

Sr#	Roll No	StudentID	Student Name
1	260	10020125	Kshitiz Mishra
2	257	10020132	Saqib Jan
3	255	09020249	Rahul Tiwari
4	259	11020515	Viola Nongtdu
5		12020662	Barde Radhika Narendra
6	261	12020793	Priyanka Subhash Patil
7	254	12020877	Pandey Suchita Sameer
8	231	14021768	Yadav Rohini Raju
9	21	14021773	Arushi Sharma

Date:

Registrar

DPU

Vice Chancellor

DPU

List Of Annexure

<table>
<tr><td colspan="2" align="center">**Dr. D. Y. Patil Medical College, Hospital & Research Centre,
Sant Tukaram Nagar, Pimpri,
Pune 411018 Maharashtra, India.**</td></tr>
<tr><td colspan="2">**Mechanism is in place for obtaining structured feedback from various stakeholders**
Structured feedback received from:</td></tr>
<tr><td>**Annexure-I**</td><td>**1 Students**</td></tr>
<tr><td>**Annexure-II**</td><td>**2 Teachers**</td></tr>
<tr><td>**Annexure-III**</td><td>**3 Employers**</td></tr>
<tr><td>**Annexure-IV**</td><td>**4 Alumni**</td></tr>
<tr><td>**Annexure-V**</td><td>**5 Professionals**</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**Annexure-I**</td><td align="center">**1 Students**</td></tr>
<tr><td></td><td>a-Feedback on Teachers
b-Feedback on Curriculum
c-Feedback on Exit Response
d-Feedback on Campus facility</td></tr>
</table>

Feedback on Teachers	
Sr.No.	**Question Description**
1	The teacher is punctual in the class
2	Comes well prepared with clear lesson plans
3	Explains the learning objectives at the beginning of each session
4	Has good proficiency in the subject
5	The teacher has good communication skill and explains the topics in simple, understandable language
6	Ensures that students have understood important points in the lesson
7	Encourages clearance of doubts by the students
8	Shows high degree of professionalism, exemplary and ethical behavior towards colleagues, students and patients
9	Pays attention to identify learning difficulties in students and help them
10	Takes efforts to integrate the lessons by highlighting their relevance in clinical practice
11	Incorporates up-to-date information in teaching beyond what is described in text books
12	The teacher is proficient in using modern teaching aids like LCD projectors, web sources, smart boards etc
13	The teacher strives to give individual attention to the students during practical/clinical sessions
14	Encourages innovative ideas, creativity and the spirit of enquiry
15	The teacher summarizes and provides take-home message at the end of each session
16	Welcomes challenging academic discussions and debates
17	Any Suggestion
Feedback on Curriculum	
1	Syllabus is suitable to the course

2	Curricula developed and implemented have relevance to the local, national, regional and global health care need
3	Programme outcome of the syllabus is well defined and clear
4	Course outcome of the syllabus is well defined and clear
5	The course has good balance between theory and practical
6	Curriculum has learning value in terms of recent advances of the course
7	Curriculum content has relevance of the course to real life situation
8	Curriculum has learning values in terms of knowledge, concepts
9	Curriculum has learning values in terms of analytical abilities and broadening perspectives
10	Curriculum focus on competency/ employability/entrepreneurship/skill-development
Feedback on Exit Response	
1	I have acquired competence in the diagnosis and management of common health problems
2	I have developed the skills to elicit clinical history, conduct physical examination, elicit clinical signs and decide on the relevant investigations
3	I have understood the concepts of preventive, promotive, curative and rehabilitative medicine
4	The principles of administration of "essential drugs" and their common side effects are familiar to me
5	The education and training has enabled me to appreciate the social, psychological, cultural, economic and environmental factors affecting health and disease
	I have gained an understanding of the importance of a humane approach towards patients and their families
6	I have learned to seek additional professional opinion and advice from colleagues, and experts wherever indicated
7	The training has enabled me to pursue continued self-learning and to be a life-long learner
8	I have acquired the skills to access electronic learning resources and apply them to the clinical problem at hand
9	The learning atmosphere in the Institution has created an interest to practice evidence-based medicine and pursue research in biomedical science
10	I have understood the importance of maintaining accurate medical records and feel confident in documenting relevant details in the medical record
11	The training program has familiarized me with the importance of implementing National health programs such as Family Welfare & Maternal and Child Health, Sanitation and water supply, prevention and control of communicable and non-communicable diseases, immunization and Health Education
12	Any Suggestion
Feedback on Campus facility	
1	Internet services around campus
2	Security measures in the hostels
3	Ambience and cleanliness in the hostel
4	Anti-ragging measures in the Hostel/ Campus
5	Hostel rooms in terms of space, furniture, electric fitting etc
6	Street lighting arrangement in Hostel/ Campus

Sr.No.	Question Description
7	Indoor Outdoor sports facilities, Access to sports equipment, Gym facility
8	Implementation of rules and regulations in the hostels
9	Infrastructure and clinical resources for research are sufficient
10	Any other suggestion

Annexure-II	2 Teachers

Feedback Given by Teachers(Same for All Institutes)	
Sr.No.	**Question Description**
1	The Principal/HOD facilitates the work and expansion of my departmental academic programs and administrative job
2	I am kept well informed about academic matters important to faculty
3	I am given Opportunity to do Multiple assignments
4	I can freely express my opinion with DPU administration
5	I can freely express my opinion and it is valued By Superiors
6	I am given Opportunity to Participate in various academic and administrative committees and its responsibilities
7	I am given opportunity to visit as external examiner in other institutes
8	I am given the opportunity to participate in the decisions that might affects me
9	No discrimination based on grounds of religion, race, caste, sex or place of birth
10	No discrimination based on Gender
11	Seating arrangements
12	Cleanliness
13	Ventilation and Lighting
14	Free internet facilities
15	Parking for vehicles
16	Drinking Water
17	Sanitary facilities
18	Green Campus
19	Safety measures
20	Day care facilities
21	Accessibility for Curriculum modification/Curriculum development
22	Time availability to prepare classes is sufficient
23	Accessibility of textbooks and Journals, e-journals in the Library
24	To visit as Resource persons to other institutions
25	sanctioned leave to attend faculty development programes
26	Availability of ICT-enabled tools for effective learning process
27	Availability of e-resources in teaching - learning process
28	Administration of Students Section
29	Activities of Student council
30	Mentorship is effective
31	Functioning of Anti-ragging committee
32	Grievance redressal Methods
33	Students participation in PBL conducted by me
34	Student response to Integrated teaching
35	Students are well prepared for my course in terms of pre-requisite subject knowledge
36	Students understand English well enough to follow my lectures and to write examination papers
37	Student attendance is good

38	Good evaluation system to assess the performance of the student
39	Student conduct in Examination
40	Accessibility Sports/recreation
41	Encouragement towards research
42	The process for obtaining research funding is transparent
43	Time availability to conduct research is sufficient
44	Infrastructure and clinical resources for research are sufficient
45	Scrutiny procedure by Institutional / scientific committee
46	Institutional Funding support is sufficient
47	Accessibility to attend Conferences/Seminars/Workshops
48	Encouragement towards publications in Indexed journals
49	Institute organizes research methodology workshop/seminars/guest lecturers/CME for promotion of research
50	Institutional research Awards facility
51	I understand the measures used to evaluate my performance
52	My superior communicates with me frequently about my performance
53	My superior encourages open and frank dialogue with respect to performance related issues
54	My supervisor provides counselling after the appraisal feedback
55	I am provided with required training such that I am in a position to complete tasks effectively
56	My Principal/HOD deals with all faculty fairly
57	The annual review process is transparent
58	The promotion process is fair and transparent
59	Opportunities for advancement are adequate
60	With colleagues
61	With superiors
62	With administrative staff
63	With other departments
64	With constituent colleges
65	With non-teaching staff
66	Casual leave
67	Medical leave
68	Maternity leave
69	Paternity leave
70	Earned leave
71	Special leave
72	On-duty leave
73	Study leave
74	Sabbatical leave
75	leave Vacation if applicable
76	Training programme organized for faculty
77	Safety provisions
78	Grievance redressal Methods
79	Entry Time
80	Exit Time
81	Break

82	Overall, I am satisfied with my job

Sr.No	Curriculum feedback
1	Syllabus is suitable to the course
2	Curricula developed and implemented have relevance to the local, national, regional and global health care need
3	Programme outcome of the syllabus is well defined and clear
4	Course outcome of the syllabus is well defined and clear
5	The courses have good balance between theory and practical
6	Curriculum Focus on competency/ employability/ entrepreneurship/ skill-development
7	Research oriented syllabus

Annexure-III	3 Employers

Sr.No	Feedback on Curriculam
1	Syllabus is suitable to the course
2	Curricula developed and implemented have relevance to the local, national, regional and global health care need
3	Programme outcome of the syllabus is well defined and clear
4	Course outcome of the syllabus is well defined and clear
5	The courses have good balance between theory and practical
6	Curriculum Focus on competency/ employability/ entrepreneurship/ skill-development
7	Research oriented syllabus

Sr.No	Overall Feedback
1	Adequacy of knowledge and Skills
2	Confidence of work self sufficiently
3	Ability to work as team
4	Reliability/honesty towards assigned work
5	Maintenance of work disciplines

Annexure-IV	4 Alumni

Sr.No	Feedback On Alumni
1	The educational experience I received has helped me to perform better in my present assignment
2	I have noticed several advantages in my training compared to my compatriots who received professional education in other institutions
3	Institution has equally stressed on theoretical knowledge and professional skills in the curriculum
4	The high quality of the teaching staff and the excellent manner in which the teaching learning process was organized is impressive
5	I was given ample opportunities to learn about professionalism and excellence in academic and technical achievements
6	The examination system followed is transparent and fair
7	The student mentorship program and opportunities for grievance redressal made progress in my academic and extracurricular activities smooth and easy
8	I was encouraged to pursue higher studies and research during my training
9	I received adequate training to appear in competitive examinations and acquire the skills to participate in the challenging field of job placement

10	The vibrant academic ambience and the open, multicultural atmosphere in campus helped me to develop an all-round personality and excel any challenging professional or personal situation
11	I will have no hesitation in recommending institution as an ideal for professional training in biomedical or allied health sciences or management
12	I consider the many notable achievements institution has made in education, healthcare and research in the last several years are remarkable
13	I have been active in the Alumni Association and has contributed to its growth
14	I have no doubt that institution will accomplish many more landmark achievements in the coming years and will be recognized as one of the foremost professional educational institutions in the country
15	I will be happy to continue my association in future and will wholeheartedly participate in its growth and accomplishments in all possible ways
16	Any Suggestion

Annexure-V	5 Professional
Sr.No	**Feedback on Curriculam**
1	Syllabus is suitable to the course
2	Curricula developed and implemented have relevance to the local, national, regional and global health care need
3	Programme outcome of the syllabus is well defined and clear
4	Course outcome of the syllabus is well defined and clear
5	The courses have good balance between theory and practical
6	Curriculum Focus on competency/ employability/ entrepreneurship/ skill-development
7	Research oriented syllabus
Sr.No	**Overall Feedback**
1	Adequacy of knowledge and Skills
2	Confidence of work self sufficiently
3	Ability to work as team
4	Reliability/honesty towards assigned work
5	Maintenance of work disciplines

Annexure VI

Template for the submission of feedback analysis and action taken report

Feedback analysis report forwarded to DPU Vidyapeeth Pune-411018

Name of the Institute:

Time period of feedback collected:

To,

The Registrar

DPU Vidyapeeth Pune

Date:

Subject: Student feedback analysis on curriculum and action taken report of academic session 20—to 20—

Dear Sir,

                                                                      Head of the Institution

Action taken report of Year 20—to 20--

Stakeholder Feedback review Question	Recommendation	Action taken	Impact of action taken report

Head of the Institution