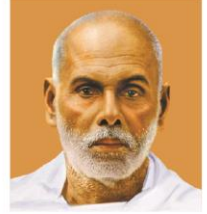
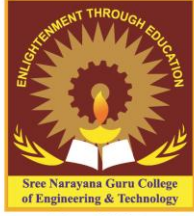


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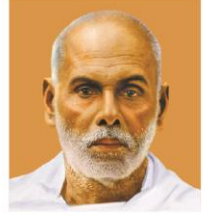
ACTION TAKEN REPORT ON FEEDBACK STUDENTS TEACHERS, EMPLOYERS ALUMNI



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DEPARTMENT OF CIVIL ENGINEERING

ACTION TAKEN REPORT ON STUDENT FEEDBACK – 1

2022-23 ODD

S1:


Based on first-year student feedback, a multi-pronged approach is being adopted to strengthen the learning experience. Problem-solving courses will feature increased class time dedicated to practical exercises. Clear communication, ample assignment completion time, and personalized attention for student inquiries are being emphasized for all faculty. This comprehensive plan aims to cultivate a supportive and enriching academic environment for all freshmen.

S3:

Informed by third-semester student feedback, faculty across disciplines will now utilize a broader range of instructional tools to enhance learning. Additionally, clear and consistent communication, adequate time for assignments and lab records, and personalized attention to address student questions and clear up lingering conceptual gaps are key priorities.

S5:

Taking into account feedback from fifth-semester students, several faculty adjustments are being made. Instructors of problem-solving courses will incorporate a wider variety of didactic tools to enrich their curriculum. Additionally, remedial classes will be offered to address any knowledge gaps identified in the feedback. Moreover, all faculty remain committed to clear communication with students, ensuring sufficient time for assignments and lab records. Finally, fostering an environment that encourages individual attention and prompt doubt clarification remains a cornerstone for all instructors.


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S7:

Informed by the feedback from graduating students, a series of pedagogical adjustments have been implemented. Instructors are encouraged to utilize a wider range of teaching aids, fostering a more engaging learning environment. Furthermore, recognizing the importance of holistic development, increased emphasis will be placed on co-curricular activities like placement training, allowing students to dedicate time for job preparation. Encouraging open communication remains a priority, with faculty urged to prioritize clear and consistent communication with students. This includes allocating ample time for project work and independent study, such as literature reading, to enhance academic achievement and overall student engagement.

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DEPARTMENT OF CIVIL ENGINEERING

ACTION TAKEN REPORT ON STUDENT FEEDBACK – 2

2022-23 ODD

S1:

To enhance the learning experience, instructors leading problem-oriented courses will dedicate more class time to practical exercises. Additionally, all faculty are encouraged to prioritize clear communication, providing ample time for assignment completion, and offering personalized attention to address student questions. This comprehensive approach aims to solidify the foundation for all freshmen.


S3: Based on student feedback, faculty across all disciplines will incorporate a wider variety of teaching tools into their courses. Clear communication, ensuring adequate time for assignments and labs, and addressing student questions and lingering uncertainties remain key priorities.

S5:

Feedback has led to several faculty adjustments designed to improve the learning experience. Instructors of problem-oriented subjects will utilize more diverse didactic tools to enrich their courses. Additionally, remedial classes will be offered to address any knowledge gaps identified in the student feedback. Moreover, all faculty remain committed to clear communication with students, ensuring sufficient time for assignments and lab records. Finally, fostering an environment that encourages individual attention and prompt doubt clarification remains a cornerstone for all instructors.

S7:

Informed by student feedback, pedagogical adjustments have been implemented to create a more engaging learning environment. Instructors are encouraged to utilize a wider range of teaching


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aids. Recognizing the importance of well-rounded development, increased emphasis will be placed on co-curricular activities like placement training, allowing students to dedicate time for job preparation. Clear and consistent communication with students remains a priority, with faculty urged to allocate ample time for project work and independent study, such as literature reading, to enhance academic achievement and overall student engagement.

May 14
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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 1

2022-2023 EVEN

S2

To improve the learning experience for second-semester students, faculty will be making several changes based on student feedback. Professors will focus on communicating course material clearly and consistently, ensuring everyone understands. They'll also be dedicating more class time to resolving student questions and confusion. To make learning more engaging, instructors will make greater use of whiteboards or other visual aids. Finally, students will be given more resources to help them study outside of class and solidify their understanding.

S4

Based on the feedback given by fourth-semester students told, we're making improvements to how teachers deliver their courses. Professors will make sure to explain things clearly and consistently, which will help keep students engaged. We'll also be putting more emphasis on keeping classrooms orderly so everyone can learn best. Teachers will be encouraged to take extra time to answer questions and give students individual help when they need it. They'll also be using more tools like blackboards and presentations to make learning interesting. On top of that, students will get a wider range of study materials to help them understand the material fully. Finally, we'll be helping teachers develop strategies to prepare students for their upcoming exams.

S6

Based on the feedback given by sixth semester steps are taken to improve their learning experience. Professors will focus on getting students more involved in activities outside of class. They'll also be working on better communication, making sure there's enough time to answer questions and giving students extra help. To keep things interesting, teachers will use more tools

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like whiteboards and presentations. Students will also get more resources to study with and extra time in the library. Finally, we're still focused on helping students ace their exams.

S8

To better prepare eighth-semester students for their careers, we've made some changes based on their feedback. Professors will be including more activities outside of class that connect what students learn in school to real-world jobs. There will also be a bigger focus on helping each student individually. This includes making sure communication is clear, answering questions one-on-one, and using a mix of teaching methods like whiteboards and presentations. Students will also get more study materials and be encouraged to use the library. Finally, because projects are important for many jobs, teachers will give students more time to work on them and provide more guidance.

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Action Taken on Students feedback Report- 2

2022-2023 EVEN

S2

In an effort to enhance student learning, instructors will make clear communication a top priority, ensuring students grasp the course material. More in-class time will be devoted to clarifying student doubts, and a wider variety of study materials will be provided. Additionally, the use of visual aids like boards will be emphasized to create a more interactive learning environment.

S4

Informed by student feedback, teaching practices are being revamped to prioritize clear and consistent communication, fostering a more engaging learning environment. This will include dedicated time for instructors to address student doubts and provide individualized support. Additionally, maintaining classroom discipline and utilizing diverse teaching aids alongside comprehensive study materials will be emphasized. To further student success, strategies to prepare them for internal assessments will also be implemented.

S6

In response to student feedback, a comprehensive approach will target a richer learning experience. Faculty will prioritize student engagement by incorporating co-curricular and extracurricular activities. Clear communication will be enhanced through dedicated time for questions, individualized support, and diverse teaching tools like boards and presentations. Instructors are encouraged to provide a wider range of study materials and library resources. Finally, ensuring student success in internal assessments will remain a key focus.

S8

Student feedback has driven effective changes to better prepare graduates for the workforce. Instructors will integrate a wider range of co-curricular activities that connect theory to real-world application.


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Personalized learning takes center stage, with faculty prioritizing clear communication, offering individual attention to address questions, and utilizing a mix of traditional (boards) and modern (presentations) teaching aids. Additionally, instructors are expected to provide ample study materials and encourage library use for deeper understanding and independent study. Recognizing the value of project-based learning, faculty will dedicate more time for project completion and provide more comprehensive project guidance.

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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report-1

2021-2022 ODD

First Semester:

In response to valuable student feedback, the college enacted positive changes to strengthen foundational knowledge. Additional classes in math and physics were incorporated into the curriculum. Recognizing the challenges of online learning, class times were adjusted to better suit student schedules. Moreover, individual attention was provided within the online environment for each subject, ensuring all students received the support they needed in this flexible learning format.

Third Semester:

Responding to student feedback, the departments implemented several positive changes to benefit third-semester students. To address challenging subjects, additional online classes were offered with flexible timings as requested. Recognizing the need for personalized support, faculty provided individual attention to weaker students even within the online format. Furthermore, professors ensured timely uploads of all study materials, providing students with the convenience to excel in each subject. These proactive measures demonstrate the university's commitment to student success in the online learning environment.

Fifth Semester:

In response to valuable feedback from fifth-semester students, the department implemented a series of improvements to enhance the learning experience. Classes were conducted online with timings adjusted based on student requests to cater to diverse schedules. Additionally, faculty provided individualized support for struggling students within the online environment, ensuring every student received the attention they needed. To bolster comprehension, faculty uploaded all study materials promptly and supplemented them with informative YouTube and NPTEL videos.


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The department's commitment extended beyond lectures, with the introduction of engaging online programs that actively involved students. These comprehensive initiatives fostered a dynamic and supportive online learning environment.

Seventh Semester:

The department promptly addressed the challenges faced by seventh-semester students based on their feedback. To bridge knowledge gaps, additional classes were offered for tougher subjects. Understanding the need for flexibility, these classes were conducted online at student-preferred timings. Furthermore, faculty ensured individual attention to struggling students within the online environment, tailoring support to each subject. Consistent attendance was achieved through close monitoring by professors. Additionally, faculty members uploaded essential study materials on time, and supplemented them with valuable NPTEL videos from YouTube. To further enrich the learning experience, a wider range of engaging online programs were implemented, fostering active student participation. Finally, clear and thorough instructions were provided online to guide students through their final projects. Overall, the department adopted a comprehensive and adaptable approach to ensure student success in the online semester.



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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report-2

2021-2022 ODD

First Semester:

Responding to the needs of first-semester students and their valuable feedback, the department implemented positive changes. To strengthen foundational knowledge, additional support was provided in core subjects. Recognizing the challenges of remote learning, class schedules were adjusted for student preference. Moreover, faculty offered personalized online support, catering to individual needs, to ensure all students thrived in the flexible online format.

Third Semester:

The department addressed student feedback and implemented positive changes to enhance the third-semester learning experience. To tackle challenging subjects, additional online classes were offered with flexible timings as requested. Recognizing the importance of personalized support, faculty provided individual attention to students needing extra help, even within the online environment. Furthermore, professors ensured all study materials were uploaded promptly, providing the resources students needed to succeed.

Fifth Semester:

In response to valuable feedback from fifth-semester students, the department implemented a series of improvements to enhance the learning experience. Classes were conducted online with timings adjusted based on student requests to cater to diverse schedules. Furthermore, faculty provided individualized support for struggling students within the online environment, ensuring every student received the attention they needed. To bolster comprehension, faculty uploaded all study materials promptly and supplemented them with informative YouTube and NPTEL videos. The department's commitment extended beyond lectures, with the introduction of engaging


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online programs that actively involved students. These comprehensive initiatives fostered a dynamic and supportive online learning environment.

Seventh Semester:

Responding to valuable feedback from seventh-semester students, the department prioritized their needs. To address challenging subjects, additional online classes were offered with flexible timings as requested. Recognizing the need for personalized learning, professors provided individual attention to students who needed extra help, tailoring their support to each specific subject. Consistent participation was ensured through close monitoring. Additionally, faculty uploaded essential course materials promptly and enriched them with valuable NPTEL videos from YouTube. Furthermore, the department went beyond lectures by implementing a wider variety of engaging online programs that actively involved students. Finally, clear and comprehensive project instructions were provided online to guide students through their final projects. Overall, the department's adaptable and multifaceted approach ensured student success in the online semester.



Handwritten signature in black ink, possibly reading "Hodder".



Handwritten signature in green ink, likely belonging to Dr. Leena A. V.

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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 1

2021-2022 EVEN

S2:

For enhancing the learning experience, valuable feedback from second-semester students has prompted some positive changes. Instructors will be focusing on even clearer communication, utilizing engaging tools like whiteboards and presentations, and ensuring the accuracy of distributed notes. To foster a more approachable environment, instructors will strive to cultivate even friendlier interactions with their students. These collective efforts aim to create a supportive and dynamic learning atmosphere for all.

S4:

As per the feedback obtained from fourth-semester students, the faculty is committed to enhance the learning experience. This includes improved communication channels to ensure all students feel informed and supported. Online resources will be made readily available for those students who are unable to attend in person. Also, instructors will prioritize providing individual attention and fostering a friendly classroom environment.

S6

Sixth-semester students expressed their need for even stronger communication channels with their teachers. Students emphasised the value of individualized attention and a friendly classroom environment.

S8

In light of valuable feedback from eighth-semester students, the faculty is committed to enhance the learning experience. This includes improved communication channels to ensure clarity and accessibility. Recognizing the importance of inclusivity, online resources will continue to be offered for students who are unable to attend in-person classes. Furthermore, individual attention will be a priority to address student needs effectively. The project guidance system will also be strengthened to ensure each group receives the support


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necessary to produce high-quality work. Finally, the university will strive to expand opportunities for extracurricular activities, providing students with a well-rounded educational experience.



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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 2

2021-2022 EVEN

S2:

In response to insightful feedback from second-semester students, significant improvements are underway to enrich the learning journey. Instructors are placing a heightened emphasis on enhancing communication clarity, harnessing interactive tools such as whiteboards and presentations, and meticulously verifying the accuracy of distributed materials. Moreover, there's a keen recognition of the necessity for inclusivity, leading to the provision of easily accessible online resources for students unable to physically attend classes.

S4:

Taking into account the insightful feedback received from fourth-semester students, the faculty is dedicated to elevating the overall learning experience. This commitment entails implementing enhanced communication channels to ensure that every student feels both informed and supported throughout their academic journey. Lectures will be revamped to incorporate a blend of clear explanations, captivating presentations, and meticulously crafted notes to facilitate understanding. Moreover, recognizing the diverse needs of students, online resources will be readily accessible for those unable to attend classes in person. Instructors will also prioritize providing personalized attention and fostering a welcoming classroom atmosphere conducive to open interaction.

S6

Based on the constructive feedback from sixth-semester students, there is a clear emphasis on enhancing communication channels between students and teachers. This entails utilizing clear and engaging presentations, ensuring the availability of accurate course notes, and maintaining a consistent provision of online materials for students who may miss classes. Moreover, students emphasized the importance of receiving individualized attention and fostering a friendly classroom atmosphere, reflecting a desire for personalized support.

S8

Building on valuable insights from eighth-semester students, the faculty is dedicated to elevating the educational experience. This will involve implementing improved communication strategies for enhanced clarity and accessibility. Professors will actively incorporate diverse teaching methods, including whiteboards and presentations, alongside providing accurate and comprehensive course materials. Recognizing the importance of inclusivity, online learning resources will continue to be readily available for students unable to attend in-person classes. Moreover, individual attention will be a key focus to effectively address student needs. The project guidance system will also be strengthened to ensure each group receives the necessary support for producing high-quality work.

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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 1

2020-2021 ODD

S1:

Recognizing the valuable feedback from first-semester students, the college has implemented several positive changes. To strengthen foundational knowledge, additional classes in subjects like math and physics have been incorporated. Recognizing the challenges of online learning, class timings have been adjusted for student convenience. Furthermore, to ensure no student falls behind, individual attention is being provided within the online environment for each subject. This ensures all students receive the support they need while attending classes in a flexible online format.

S3:

Taking student feedback, the departments implemented several positive changes for the benefit of third-semester students. To address challenging subjects, additional online classes were offered, with flexible timings as requested by the students. Recognizing the need for personalized support, faculty members provided individual attention to weaker students even within the online format. Furthermore, professors ensured timely upload of all study materials, making it convenient for students to excel in each subject. These proactive measures demonstrate the university's commitment to student success in the online learning environment.

S5:

Recognizing the valuable feedback from fifth semester students, the department implemented a series of improvements to enhance the learning experience. To cater to diverse schedules, classes were conducted online with timings adjusted based on student requests. Furthermore, faculty provided individualized support for struggling students within the online environment, ensuring every student received the attention they needed. To bolster comprehension, faculty uploaded all



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study materials promptly and supplemented them with informative YouTube and NPTEL videos. The department's commitment extended beyond lectures, with the introduction of engaging online programs that actively involved students. These comprehensive initiatives fostered a dynamic and supportive online learning environment.

S7:

Recognizing the challenges faced by seventh-semester students, the department promptly addressed their feedback. To bridge knowledge gaps, additional classes were offered for tougher subjects. Understanding the need for flexibility, these classes were conducted online at student-preferred timings. Furthermore, faculty ensured individual attention to struggling students within the online environment, tailoring support to each subject. Consistent attendance was achieved through close monitoring by professors. Additionally, faculty members uploaded essential study materials on time, and supplemented them with valuable NPTEL videos from Youtube. To further enrich the learning experience, a wider range of engaging online programs were implemented, fostering active student participation. Finally, clear and thorough instructions were provided online to guide students through their final projects. Overall, the department adopted a comprehensive and adaptable approach to ensure student success in the online semester.



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Action Taken on Students feedback Report- 2

2020-2021 ODD

S1: Recognizing the needs of first-semester students, the college implemented several positive changes based on their valuable feedback. To address foundational knowledge gaps, additional support was provided in core subjects. Understanding the challenges of remote learning, class schedules were adjusted to accommodate student preferences. Moreover, to ensure all students thrived, faculty offered personalized support within the online environment, catering to individual needs. This approach ensured all students could excel while attending classes in a flexible online format.

S3: In response to feedback from third-semester students, the department implemented several positive changes to enhance the learning experience. To address challenging subjects, additional online classes were offered with flexible timings as requested by the students. Recognizing the importance of personalized support, faculty provided individual attention to students who needed extra help, even within the online format. Furthermore, professors ensured all study materials were uploaded promptly, providing students with the resources they needed to succeed in each subject.

S5: Recognizing the valuable feedback from fifth-semester students, the department implemented a series of improvements to enhance the learning experience. To cater to diverse schedules, classes were conducted online with timings adjusted based on student requests. Furthermore, faculty provided individualized support for struggling students within the online environment, ensuring every student received the attention they needed. To bolster comprehension, faculty uploaded all study materials promptly and supplemented them with informative YouTube and NPTEL videos. The department's commitment extended beyond lectures, with the introduction of engaging online programs that actively involved students. These comprehensive initiatives fostered a dynamic and supportive online learning environment.


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S7: Responding to the valuable feedback from seventh-semester students, the department prioritized their needs. To address areas requiring more support, additional online classes were offered for challenging subjects, with flexible timings as requested by the students. Recognizing the need for personalized learning, professors provided individual attention to students who needed extra help, tailoring their support to each specific subject. Consistent participation was ensured through close monitoring. Additionally, faculty uploaded essential course materials promptly and enriched them with valuable NPTEL videos from YouTube. Furthermore, the department went beyond lectures by implementing a wider variety of engaging online programs that actively involved students. Finally, clear and comprehensive project instructions were provided online to guide students through their final projects. Overall, the department's adaptable and multifaceted approach ensured student success in the online semester.



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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 1

2020-2021 EVEN

S2:

In an effort to continuously enhance the learning experience, valuable feedback from second-semester students has prompted some positive changes. Instructors will be focusing on even clearer communication, utilizing engaging tools like whiteboards and presentations, and ensuring the accuracy of distributed notes. Additionally, recognizing the importance of inclusivity, resources will be readily available online for students who cannot attend class in person. To foster a more approachable environment, instructors will strive to cultivate even friendlier interactions with their students. These collective efforts aim to create a supportive and dynamic learning atmosphere for all.

S4:

In light of valuable feedback from fourth-semester students, the faculty is committed to enhancing the learning experience. This includes improved communication channels to ensure all students feel informed and supported. Lectures will utilize a combination of clear explanations, engaging presentations, and accurate notes. Additionally, online resources will be readily available for those unable to attend in person. Furthermore, instructors will prioritize providing individual attention and fostering a friendly classroom environment. Finally, a renewed focus will be placed on strengthening the practical aspects of the coursework. These steps aim to create a more enriching and inclusive learning environment for all students.

S6

In their feedback, sixth-semester students expressed a desire for even stronger communication channels with their teachers. This includes the use of clear and engaging presentations, readily available and accurate course notes, and a continued emphasis on providing online materials for those who miss classes. Additionally, students highlighted the value of individualized attention


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and a friendly classroom environment. The feedback also called for a renewed focus on practical application of knowledge, and an increase in extracurricular and co-curricular activities to provide well-rounded learning opportunities. Overall, the feedback reflects a student body eager for a stimulating and supportive learning experience.

S8

In light of valuable feedback from sixth-semester students, the faculty is committed to enhancing the learning experience. This includes improved communication channels to ensure clarity and accessibility. Additionally, professors will focus on utilizing a variety of teaching methods, such as whiteboards and presentations, alongside providing accurate and comprehensive course materials. Recognizing the importance of inclusivity, online resources will continue to be offered for students who are unable to attend in-person classes. Furthermore, individual attention will be a priority to address student needs effectively. The project guidance system will also be strengthened to ensure each group receives the support necessary to produce high-quality work. Finally, the university will strive to expand opportunities for extracurricular activities, providing students with a well-rounded educational experience.



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DEPARTMENT OF CIVIL ENGINEERING

Action Taken on Students feedback Report- 2

2020-2021 EVEN

S2:

Building on valuable feedback from second-semester students, we're implementing positive changes to enhance the learning experience. Instructors will focus on clear communication, utilizing engaging tools like whiteboards and presentations, while ensuring the accuracy of distributed notes. Recognizing the importance of inclusivity, online resources will be readily available for students unable to attend in person. Additionally, instructors will strive to cultivate friendlier interactions, fostering a more approachable and dynamic learning environment for all.

S4:

In response to valuable feedback from fourth-semester students, the faculty is committed to strengthening the learning experience. This includes improved communication channels to ensure all students feel informed and supported. Lectures will combine clear explanations with engaging presentations and accurate notes. Additionally, online resources will be readily available for those unable to attend in person. Furthermore, instructors will prioritize providing individual attention and fostering a friendly classroom environment. Finally, a renewed focus will be placed on strengthening the practical aspects of the coursework, creating a more enriching and inclusive learning environment for all students.

S6:

Sixth-semester student feedback highlighted a desire for even stronger communication channels with instructors. This includes clear and engaging presentations, readily available and accurate course notes, with continued emphasis on providing online materials for those who miss classes.


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Additionally, students emphasized the value of individualized attention and a friendly classroom environment. The feedback also called for a renewed focus on practical application of knowledge and an increase in extracurricular and co-curricular activities to provide well-rounded learning opportunities. Overall, the feedback reflects a student body eager for a stimulating and supportive learning experience.

S8:

Building on valuable insights from eighth-semester students, the faculty is dedicated to elevating the educational experience. This will involve implementing improved communication strategies for enhanced clarity and accessibility. Professors will actively incorporate diverse teaching methods, including whiteboards and presentations, alongside providing accurate and comprehensive course materials. Recognizing the importance of inclusivity, online learning resources will continue to be readily available for students unable to attend in-person classes. Moreover, individual attention will be a key focus to effectively address student needs. The project guidance system will also be strengthened to ensure each group receives the necessary support for producing high-quality work. Finally, the university will strive to expand opportunities for extracurricular activities, fostering a well-rounded educational experience for all students.



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DEPARTMENT OF CIVIL ENGINEERING

ACTION TAKEN REPORT ON STUDENT FEEDBACK – 1

2019-20 ODD

S1

- To enhance the learning experience, instructors leading problem-solving courses will dedicate more classroom time to practical exercises.
- Additionally, clear communication, sufficient time for assignments, and personalized attention for student inquiries are emphasized for all faculty members.

S3

- Based on student feedback, faculty across all subjects will implement a wider range of teaching tools to improve the learning experience.
- Clear communication, adequate time allotted for assignments and labs, and addressing student questions and lingering uncertainties remain key priorities.

S5

- In response to student feedback, faculty revisions have been made to improve the learning experience.
- Instructors in problem-oriented courses will incorporate a wider variety of didactic tools. Additionally, remedial classes will be offered to address knowledge gaps identified in the feedback.
- Furthermore, clear communication, ample time for assignments and labs, and an environment conducive to individual attention and prompt doubt clarification remain crucial aspects for all faculty members.


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S7

- Prompted by student feedback, a series of pedagogical adjustments have been implemented to create a more engaging learning environment.
- Instructors are encouraged to utilize a wider range of teaching aids.
- Additionally, recognizing the importance of well-rounded development, increased emphasis will be placed on co-curricular activities like placement training, allowing students to dedicate time for job preparation.
- Fostering open communication remains a priority. All subject teachers are urged to prioritize clear and consistent communication with students. This includes allocating ample time for project work and independent study (literature reading) to enhance academic achievement and overall student engagement.

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DEPARTMENT OF CIVIL ENGINEERING

ACTION TAKEN REPORT ON STUDENT FEEDBACK -2

2019-20 ODD

Semester 1: Instructors leading problem-solving courses will dedicate more class time to exercises, and all faculty are encouraged to prioritize clear communication, providing ample time for assignments, and offering individualized attention to enhance the learning experience.

Semester 3: Responding to student feedback, all faculty will implement various teaching tools to enrich learning. Clear and consistent communication, adequate time for assignments and lab records, and individualized attention to address questions and clear doubts remain key areas of emphasis.

Semester 5: Faculty revisions address student feedback to improve the learning experience. Instructors of problem-oriented subjects will incorporate a wider variety of teaching tools, and additionally offer remedial classes to address knowledge gaps identified in the feedback. Clear communication, ample time for assignments and lab records, and an environment conducive to individual attention and prompt doubt clarification remain top priorities for all faculty.

Semester 7: Pedagogical adjustments based on student feedback are in place. Instructors are encouraged to use a wider variety of teaching aids to foster a more engaging learning environment. Recognizing the importance of well-rounded development, increased emphasis will be placed on co-curricular activities like placement training, allowing students to dedicate time for job preparation. Fostering open communication remains a priority, with all faculty urged to prioritize clear and consistent communication. This includes allocating ample time for projects and independent study to enhance academic achievement and overall student engagement.


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DEPARTMENT OF CIVIL ENGINEERING

ACTION TAKEN REPORT ON STUDENT FEEDBACK – 1

2019-20 EVEN

- **Second Semester:** To address student concerns, faculty will implement several pedagogical improvements. These include prioritizing clear communication to ensure a clear grasp of course material. Additionally, instructors will dedicate more time to clarifying student doubts during class. Furthermore, the use of visual aids like boards will be emphasized to enhance interactivity. Finally, faculty will provide a wider range of study materials to solidify student understanding. These adjustments aim to create a more supportive and enriching academic environment.
- **Fourth Semester:** Following student feedback, pedagogical practices are being refined for a more engaging learning experience. Instructors will focus on clear communication to foster student participation. Additionally, maintaining classroom discipline will be a priority to optimize learning. To ensure comprehension, instructors will be encouraged to dedicate time to clarifying doubts and provide individualized attention. Furthermore, the use of diverse teaching aids (blackboards & presentations) will be emphasized alongside providing comprehensive study materials. Finally, effective strategies will be implemented to prepare students for internal assessments.
- **Sixth Semester:** In response to student feedback, a multifaceted approach has been adopted to improve the learning experience. Instructors will now prioritize fostering student engagement through co-curricular and extracurricular activities. Additionally, improved communication channels are a key focus. This includes ensuring ample time for clarifying doubts, providing individualized attention, and utilizing various pedagogical tools (boards & presentations). Furthermore, instructors are encouraged to provide a wider range of study materials and dedicate more time for students to utilize library resources. Finally, ensuring students are well-prepared for internal assessments remains a key objective. This comprehensive strategy aims to cultivate a more enriching and supportive academic environment.


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- **Eighth Semester:** To better prepare students for industry, pedagogical adjustments have been implemented based on student feedback. Instructors are now encouraged to incorporate a wider variety of co-curricular activities that bridge the gap between theory and practice. Additionally, a personalized learning focus has been emphasized. Faculty members are urged to prioritize effective communication, providing individual attention to address student inquiries, and utilizing a combination of traditional (board) and modern (PPT) teaching tools. Furthermore, to facilitate deeper understanding and independent study, instructors are expected to provide ample study materials and encourage library use. Recognizing the importance of project-based learning, faculty will dedicate increased time for student project completion and provide more comprehensive project guidance.

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ACTION TAKEN REPORT ON STUDENT FEEDBACK – 2

2019-20 EVEN

S2


In order to enhance the online learning experience for second-semester students, faculty will be implementing several exciting changes based on valuable student feedback. This includes a focus on more engaging and effective online teaching methods. Additionally, instructors will be providing a wider range of study materials and resources, including supplementary YouTube videos and NPTEL lectures. Furthermore, to ensure a smoother learning experience, all activities will be uploaded promptly and on time. These adjustments aim to create a more supportive and enriching online learning environment for all second-semester students.

S4

Invaluable feedback from fourth-semester students has prompted a series of positive changes to enhance the online learning experience. To ensure everyone is on the same page, instructors will be focusing on accurate attendance tracking and organized online content uploads. This will be complemented by a wider range of study materials, including additional YouTube/NPTEL videos, to cater to diverse learning styles. Furthermore, timely activity uploads will ensure students can stay on track and engaged throughout the semester. These improvements demonstrate a commitment to building a more effective and enriching online learning environment for all fourth-semester students.

S6

feedback from our sixth-semester students has prompted some exciting improvements to our online learning platform. To enhance the learning experience, instructors will be focusing on clear and organized online content delivery, including timely uploads of materials and activities. Additionally, a wider range of study resources will be available, including supplementary YouTube and NPTEL videos. Recognizing the challenges of online learning, we're committed to


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ensuring accessibility for all students, particularly those facing network issues. These enhancements, implemented in response to student feedback, aim to create a more streamlined and enriching online learning environment for all fourth-semester students.

S8

To ensure accessibility for all, classes will now be available as online video recordings, complementing live online sessions. This allows students with network issues to conveniently access the material at their own pace. Additionally, organized uploads of class content, a wider range of study materials, and supplementary resources like YouTube and NPTEL videos will provide a richer learning environment. Timely uploads of activities will further streamline the learning process. Recognizing the importance of ongoing projects, professors will ensure ample time is provided before project reviews, allowing students to fully dedicate themselves to their work. These adjustments, driven by student feedback, aim to create a more flexible and supportive learning environment for all fourth-semester students.



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ACTION TAKEN REPORT ON STUDENT FEEDBACK – 1

2018-19 ODD

S1


In light of first-semester student feedback, a targeted approach has been implemented to enhance the learning experience. Instructors leading problem-oriented courses will now dedicate a greater portion of class time to practical problem-solving exercises. Additionally, all faculty members are encouraged to prioritize clear communication with students, ensure ample time for assignment completion, and provide individualized attention to address student inquiries effectively. This comprehensive strategy aims to foster a more supportive and enriching academic environment for all students.

S3

In light of feedback received from third-semester students, faculty across all subjects have been directed to implement a variety of instructional tools to enhance the learning experience. Furthermore, emphasis has been placed on fostering clear and consistent communication with students, ensuring adequate time for assignment and laboratory record completion, and providing individualized attention to address student inquiries and clear any lingering conceptual uncertainties.

S5

In light of feedback received from fifth semester students, faculty revisions have been implemented to enhance the learning experience. Instructors of problem-oriented subjects will be incorporating a wider variety of didactic tools to enrich their courses. Additionally, remedial classes will be provided by these instructors to address any knowledge gaps identified in the student feedback. Furthermore, all faculty members are encouraged to prioritize clear communication with their students, ensuring ample time for assignment and lab record


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completion. Finally, fostering an environment conducive to individual attention and prompt doubt clarification remains a key directive for all instructors.

S7

In light of feedback received from seventh semester students, a series of pedagogical adjustments have been implemented. Instructors are now encouraged to incorporate a wider variety of teaching aids into their courses, fostering a more engaging learning environment. Additionally, recognizing the importance of well-rounded development, an increased emphasis will be placed on co-curricular activities such as placement training, allowing students to dedicate time for job preparation. Furthermore, fostering open communication remains a priority. All subject teachers are urged to prioritize clear and consistent communication with students. This includes allocating ample time for project work and independent study, such as literature reading, to enhance academic achievement and overall student engagement.



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ACTION TAKEN REPORT ON STUDENT FEEDBACK – 2

2018-19 ODD

S1

To improve the learning experience, instructors in problem-oriented courses will spend more time on practical exercises. Clear communication, ample assignment time, and personalized attention for questions are emphasized for all faculty.

S3


Based on student feedback, faculty will use a wider variety of teaching tools in all subjects. Clear communication, adequate time for assignments and labs, and addressing student questions/uncertainties are priorities.


S5

Feedback has led to faculty revisions for a better learning experience. Instructors in problem-oriented subjects will use more diverse didactic tools and offer remedial classes to address knowledge gaps. Clear communication, assignment/lab time, and an environment for individual attention/doubt clarification are still crucial.

S7

Student feedback prompted pedagogical adjustments. Instructors are encouraged to use a wider variety of teaching aids for a more engaging learning environment. Recognizing the importance of well-rounded development, there will be an increased focus on co-curricular activities like placement training. Clear and consistent communication with students remains a priority, including allocating time for project work and independent study (literature reading) to enhance academic achievement and overall engagement.


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ACTION TAKEN REPORT ON STUDENT FEEDBACK – 1

2018-19 EVEN

S2

In light of feedback received from second-semester students, faculty have been directed to implement a series of pedagogical enhancements. This includes prioritizing clear and consistent communication with students to ensure a deeper understanding of course content. Additionally, instructors are encouraged to dedicate more time to resolving student doubts and uncertainties during class time. Furthermore, to facilitate a more interactive learning experience, an emphasis will be placed on the utilization of the board or other visual aids. Finally, faculty will be providing students with a wider range of study materials to supplement their learning and solidify their grasp of the coursework. These adjustments aim to foster a more supportive and enriching academic environment for all second-semester students.

S4

In light of feedback received from fourth-semester students, pedagogical practices are being refined to enhance the learning experience. Instructors will prioritize clear and consistent communication with students to foster a more engaged learning environment. Additionally, a renewed focus will be placed on maintaining classroom discipline to optimize learning conditions. To ensure student comprehension, instructors will be encouraged to dedicate ample time to clarifying doubts and providing individualized attention. Furthermore, the use of diverse teaching aids, such as blackboards and presentations, will be emphasized alongside the provision of comprehensive study materials. Finally, with a view towards successful internal assessment performance, faculty will implement strategies to prepare students effectively for these examinations.



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S6

In light of feedback received from sixth semester students, a multi-faceted approach has been implemented to enhance the learning experience. Instructors will now prioritize fostering student engagement through increased involvement in co-curricular and extracurricular activities. Additionally, a strong emphasis has been placed on improving communication channels between faculty and students. This includes ensuring ample time for clarifying doubts, providing individualized attention, and utilizing a variety of pedagogical tools like boards and presentations. Furthermore, instructors are encouraged to provide a wider range of study materials and dedicate more time for students to utilize library resources. Finally, ensuring students are well-prepared for internal assessments remains a key objective. This comprehensive strategy aims to cultivate a more enriching and supportive academic environment for all sixth-semester students.

S8

In light of feedback received from eighth semester students, pedagogical adjustments have been implemented to enhance their preparedness for industry. Instructors are now encouraged to incorporate a wider variety of co-curricular activities that bridge the gap between academic learning and professional application. Additionally, a focus on personalized learning has been emphasized. Faculty members are urged to prioritize effective communication, providing individual attention to address student inquiries, and utilizing a combination of traditional (board) and modern (PPT) teaching tools. Furthermore, to facilitate deeper understanding and independent study, instructors are expected to provide ample study materials and encourage library use. Recognizing the importance of project-based learning, faculty will dedicate increased time for student project completion and provide more comprehensive project guidance.


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ACTION TAKEN REPORT ON STUDENT FEEDBACK – 2

2018-19 EVEN

S2


To improve the learning experience, faculty will prioritize clear communication with students for better understanding of course material. More time will be dedicated to resolving student doubts in class for enhanced clarification. The use of visual aids like boards and the provision of a wider range of study materials will be emphasized to create a more interactive learning environment.

S4

Based on student feedback, teaching learning practices are being refined. Clear and consistent communication with students will be a priority to foster engagement. Additionally, maintaining classroom discipline will be emphasized to optimize learning. Instructors will dedicate time to clarify doubts and provide individualized attention for student comprehension. Diverse teaching aids (blackboards, presentations) will be used alongside comprehensive study materials. Strategies to prepare students for internal assessments will also be implemented.

S6

A multi-faceted approach addresses student feedback and aims to enhance the learning experience. Faculty will now prioritize student engagement through increased involvement in co-curricular and extracurricular activities. Improved communication channels include ensuring time for doubt clarification, individualized attention, and utilizing various pedagogical tools like boards and presentations. Instructors are encouraged to provide a wider range of study materials and dedicate more time for library use. Ensuring students are well-prepared for internal assessments remains a key objective.


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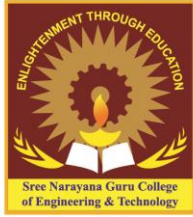
Feedback has led to pedagogical adjustments to enhance industry preparedness. Instructors will incorporate a wider variety of co-curricular activities that bridge the gap between academics and professional application. Additionally, personalized learning is emphasized. Faculty will prioritize effective communication, providing individual attention to address inquiries, and utilizing a combination of traditional (board) and modern (PPT) teaching tools. Furthermore, to facilitate deeper understanding and independent study, instructors are expected to provide ample study materials and encourage library use. Recognizing the importance of project-based learning, faculty will dedicate increased time for student project completion and provide more comprehensive project guidance.



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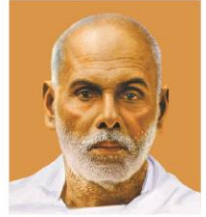


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TEACHERS



SREE NARAYANA GURU COLLEGE OF ENGINEERING & TECHNOLOGY

Action Taken on Teachers feedback Report

2022-2023

SNGCET is dedicated to fostering a vibrant learning environment for both faculty and students. To achieve this, we conduct a comprehensive faculty feedback survey frequently, and the valuable insights received have spurred a series of impactful actions.

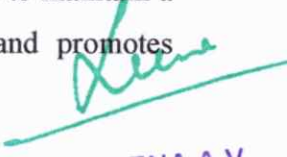
Recognizing the power of technology in education, the college has invested in smart classrooms, equipping faculty with cutting-edge tools to create engaging and interactive learning experiences. Responding to faculty requests, the library has significantly expanded its collection by acquiring new books and resources. This enriched selection empowers faculty with a wider range of materials to curate dynamic and informative curricula.

Understanding the challenges faced by faculty commuting long distances, the college has implemented a reliable and comfortable transportation facility. This initiative fosters well-being and enables faculty to arrive refreshed and focused for their teaching duties.

Embracing continuous learning, the college has planned a series of webinars and workshops for both faculty and students. These sessions provide a platform for knowledge exchange and empower faculty to stay abreast of advancements in their fields. The college is excited to announce a series of technical events to expecting the active involvement of our faculty members. These events will celebrate faculty achievements and contribute to the college's intellectual discourse.

The Faculty has embarked on a collective initiative to create a positive and well-managed learning environment for all students. This commitment ensures a smooth transition back to physical classrooms after the pandemic.

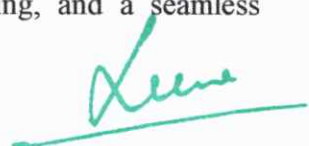
Recognizing the importance of a sustainable campus, college has amped up efforts to maintain a clean and green environment. This fosters a healthy learning environment and promotes responsible practices among students.


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Recognizing the importance of a sustainable campus, college has amped up efforts to maintain a clean and green environment. This fosters a healthy learning environment and promotes responsible practices among students.

Recognizing the value of practical learning, faculty members are actively collaborating with industry partners to develop opportunities for students. This initiative strengthens the connection between theory and real-world application, preparing students for successful careers.

By implementing these actions based on faculty feedback, our college is actively shaping a learning ecosystem that prioritizes faculty well-being, continuous learning, and a seamless educational experience for all.



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Action Taken on Teachers feedback Report

2021-2022

The valuable insights gleaned from faculty feedback survey have been translated into a series of impactful actions designed to elevate the educational experience for both faculty and students.

Recognizing the importance of contemporary teaching tools, the college has invested in smart classrooms, equipping faculty with cutting-edge technology to enhance engagement and learning outcomes.

Responding to faculty requests, the library has significantly expanded its collection by acquiring new books and resources. This enriched selection empowers faculty with a wider range of materials to curate dynamic and informative curricula.

Understanding the challenges faced by faculty commuting from afar, the college has implemented a reliable and comfortable transportation facility. This initiative fosters a more well-rested and focused teaching environment.

Recognizing the unique demands of the pandemic, the college has provided faculty with access to high-quality food options, ensuring their well-being during this unprecedented time.


Acknowledging the ever-evolving nature of education, the college has planned a series of webinars and workshops for faculty and students. This initiative provides a platform for continuous learning and knowledge exchange.

With the pandemic restrictions easing, the college is excited to announce a series of technical events to facilitate the publication of faculty research works. These events will celebrate faculty achievements and contribute to the intellectual discourse within the institution.

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The faculty has embarked on a collective initiative to establish a positive and well-managed environment that fosters optimal learning conditions for all students. This commitment ensures a seamless transition back to physical classrooms after the pandemic.

By implementing these actions based on faculty feedback, we are actively fostering a supportive learning environment conducive to excellence for both faculty and students.



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Action Taken on Teachers feedback Report

2020-2021

We are committed to fostering a thriving academic environment for both faculty and students. In light of this commitment, we conduct feedback survey among our esteemed faculty members frequently. Their valuable insights have been instrumental in shaping many initiatives:

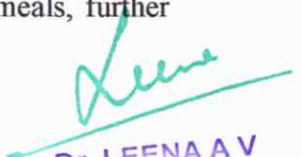
Recognizing the need for advanced teaching aids, smart classrooms are rolled out across various departments. These interactive spaces will equip faculty with the latest digital tools to enhance their teaching methods and provide a more engaging learning experience for students.

We understand the importance of a well-stocked library for academic success. Based on faculty recommendations, we have significantly expanded our library collection by acquiring a substantial number of new books and academic resources. This will ensure that students have access to a wider range of relevant materials to support their studies.

In recognition of the ongoing pandemic and the need for a seamless transition to online learning, we are providing faculty with access to high-speed internet facilities within the college premises. This will empower them to conduct online classes effectively and provide quality education remotely.

Acknowledging the challenges faced by many faculty members who travel long distances, we are implementing a convenient and reliable transportation service. This initiative aims to minimize commute-related stress and allow faculty to focus on their academic pursuits with renewed energy.

Considering the well-being of our faculty during this unprecedented time, we have introduced on-campus food services. This will provide them with easy access to nutritious meals, further facilitating their time on campus.


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We are dedicated to fostering a culture of continuous learning for both faculty and students. To this end, we will be hosting a series of online webinars and workshops on relevant topics. These interactive sessions will provide faculty with valuable skills and strategies to excel in their teaching practice.

We are encouraged by the collective efforts undertaken by our dedicated faculty to create a smooth learning environment for all students, regardless of their preferred mode of learning – online or in-person. We value their commitment and believe these initiatives, driven by their feedback, will significantly contribute to a vibrant and enriching academic experience for both faculty and students.



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Action Taken on Teachers feedback Report

2019-2020

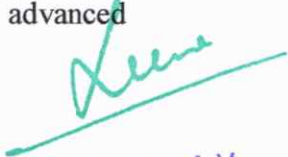
We place immense value on the feedback received from our esteemed faculty. Their insights provide a vital roadmap for continuously improving the college experience for both educators and students alike.

Recognizing the growing importance of online learning resources, the college is taking significant steps to expand its digital library. We will be acquiring a wider selection of e-books and online journals, ensuring faculty have access to a comprehensive and readily available research platform. Additionally, the implementation of more online teaching platforms will be explored, offering greater flexibility and catering to diverse learning styles.

In response to the feedback, the college plans to introduce a more robust online component to student activities. This will allow for increased participation and engagement, regardless of location or time constraints. We believe this blended approach will broaden the reach of extracurricular activities and provide valuable online learning experiences.

The college recognizes the immense value faculty bring by publishing their research and expertise. To facilitate this, we will be exploring the organization of technical festivals that provide a platform for faculty to showcase their work, fostering collaboration and knowledge exchange within the academic community. Additionally, we are committed to exploring flexible scheduling options for online classes, catering to the convenience of our esteemed faculty members.

The feedback process represents a collaborative effort between faculty and college administration. The actions outlined serve as a testament to our dedication to fostering a vibrant learning environment that empowers both faculty and students. We are confident that these initiatives will pave the way for a more innovative, engaging, and technologically advanced educational experience for all.


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initiatives will pave the way for a more innovative, engaging, and technologically advanced educational experience for all.


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Action Taken on Teachers feedback Report

2018-2019

We are grateful to our dedicated faculty for their valuable feedback regarding the overall college experience. Their insights are instrumental in fostering a positive and productive learning environment for both students and educators.

The feedback reinforces our understanding of the crucial role faculty play in shaping student academic performance. We acknowledge and appreciate the dedication and expertise they bring to the classroom.

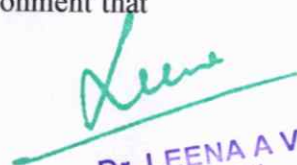
The college recognizes the importance of providing faculty with the necessary tools for effective teaching. Based on the feedback, additional smart classrooms will be implemented to meet faculty requirements. Furthermore, the library will be expanding its collection by ordering more books and academic journals, ensuring faculty have access to a wider range of resources.

The feedback highlights a desire for more engaging activities for students. In response, plans are underway to develop a more comprehensive calendar of extracurricular activities. These activities will prioritize industry-related and research-focused experiences, equipping students with practical skills and fostering a spirit of exploration.

We are committed to creating a clean, green, and plastic-free campus. Initiatives will be implemented to promote environmental responsibility and ensure a healthy learning environment.

Maintaining a disciplined and respectful atmosphere is paramount. We will work collaboratively to establish clear guidelines and ensure their consistent enforcement.

We believe in fostering a collaborative spirit where faculty actively participate in shaping the future of the college. We will continue to work together to cultivate a learning environment that empowers both faculty and students to achieve their full potential.

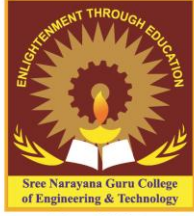

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We believe in fostering a collaborative spirit where faculty actively participate in shaping the future of the college. We will continue to work together to cultivate a learning environment that empowers both faculty and students to achieve their full potential.

Through these actions, we aim to demonstrate our unwavering commitment to providing a world-class educational experience for our faculty and students.

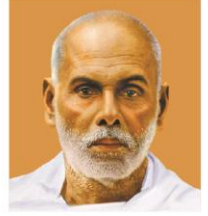


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EMPLOYER



SREE NARAYANA GURU COLLEGE OF ENGINEERING & TECHNOLOGY

EMPLOYERS FEEDBACK – ACTION TAKEN REPORT

ACADEMIC YEAR 2022-23

The following are the action taken on the issues informed by the employers during the survey in the academic year 2022-23

- For onsite works multiple language fluency is required, so the students are motivated to learn foreign languages
- employers informed that the practical knowledge is less, for solving this issue students are motivated to attend more industrial visits and to undergo more industrial project works

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The following are the action taken on the issues informed by the employers during the survey in the academic year 2021-22

SL. NO.	FEEDBACK	ACTION TAKEN
1	Exposure to technical environment.	Students were motivated to join technical forums, attend networking events and connect with professionals on LinkedIn..
2	Enhancing the students to be an entrepreneur	Motivated students to pursue entrepreneurship. Organized Technical talks. Talks by alumni who are successful entrepreneurs were also planned.


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The following are the action taken on the issues informed by the employers during the survey in the academic year 2020-21

SL. NO.	FEEDBACK	ACTION TAKEN
1	Exposure to technical environment.	Students were motivated to join technical forums, attend networking events and connect with professionals on LinkedIn..
2	Exposure to situations requiring critical thinking and problem solving abilities.	Students were encouraged to have group discussions.

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The following are the action taken to the employers survey in the academic year 2019-20

SL. NO.	FEEDBACK	ACTION TAKEN
1	Exposure to languages other than one's native language for coordinating site-related tasks effectively.	Students were encouraged to learn additional languages.
2	Enriching the curriculum with industry-oriented courses.	Conducted workshop to enrich industry interaction


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The following are the action taken on the issues informed by the employers during the survey
in the academic year 2018-19

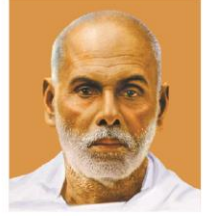
SL. NO.	FEEDBACK	ACTION TAKEN
1	Lack of strong communication skills, particularly in written communication or when conveying complex ideas.	Implemented communication skills workshops or seminars to improve students' written and verbal communication abilities.
2	Lack of proficiency in specific technical skills relevant to their roles or industries.	Enhanced the curriculum to include updated technical skills training relevant to industry demands.

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ALUMNI



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SNGCET ALUMNI ASSOCIATION PAYYANUR (SNAAP)

ACTION TAKEN BASED ON FEEDBACK ANALYSIS

Grand Alumni Meet on 15-08-2023

Based on the feedback analysis, it seems like the majority of alumni are satisfied with their experience, which is a positive sign. However, there's always room for improvement. Here are some remedies to address any areas of concern:

Engage Dissatisfied Alumni: While it's great that there are no "somewhat dissatisfied" responses, it's essential to proactively engage with alumni who may have had less than satisfactory experiences. Reach out to them individually to understand their concerns and find ways to address them effectively.

Enhance Communication Channels: Improve communication channels to keep alumni informed about the latest developments, events, and opportunities within the alumni network and the institution. This could include regular newsletters, social media updates, and alumni-exclusive platforms.

Personalized Engagement: Tailor engagement efforts to the specific interests and needs of different alumni groups. This could involve organizing targeted events, workshops, or networking opportunities based on career stages, industries, or areas of interest.

Continuous Feedback Mechanism: Implement a system for continuous feedback collection from alumni to identify emerging issues promptly and make timely improvements. This could include surveys, focus groups, or regular feedback sessions.

Enhance Alumni Benefits: Review and enhance the benefits and services offered to alumni, such as career counselling, access to resources, discounts on further education, or networking opportunities. Ensure that these benefits align with the evolving needs of alumni.

Strengthen Alumni-Student Mentorship Programs: Foster stronger connections between alumni and current students through mentorship programs. This not only benefits students but also provides alumni with opportunities for meaningful engagement and gives them a sense of fulfilment.


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Expand Alumni Network: Actively work on expanding the alumni network by reaching out to alumni who may have lost touch and encouraging them to reconnect. Utilize social media platforms and alumni directories to facilitate connections.

Celebrate Success Stories: Highlight the achievements and success stories of alumni to inspire and motivate both current students and other alumni. This can foster a sense of pride and belonging within the alumni community.

Address Concerns Regarding Neutral Responses: While neutral responses aren't inherently negative, they could indicate areas where alumni feel indifferent or lack strong engagement. Dig deeper into the reasons behind these responses and explore ways to enhance alumni engagement and satisfaction.

Implement Alumni Engagement Metrics: Establish key performance indicators to track alumni engagement and satisfaction over time. Use these metrics to measure the effectiveness of remedial efforts and identify areas for further improvement.

By implementing these remedies, you can not only address any existing concerns but also foster a stronger sense of community and engagement among alumni, ultimately benefiting both the alumni network and the institution as a whole.



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SNGCET ALUMNI ASSOCIATION PAYYANUR (SNAAP)

ACTION TAKEN BASED ON FEEDBACK ANALYSIS

Grand Alumni Meet on -01-05-2022

Based on the feedback analysis, it seems like the majority of alumni are satisfied with their experience, which is a positive sign. However, there's always room for improvement. Here are some remedies to address any areas of concern:

1. **Enhance Communication and Engagement:** Improve communication channels and engagement efforts with alumni to keep them connected and informed about developments at SNGCET.
2. **Tailor Services and Programs:** Customize alumni services and programs based on feedback to better meet the diverse needs and interests of alumni.
3. **Address Neutral Responses:** Reach out to those who were neutral and gather more specific feedback to understand their reasons for being neutral. This could help identify areas for improvement.
4. **Evaluate Dissatisfaction:** Investigate the reasons behind the somewhat dissatisfied responses to address any specific issues or concerns raised by this segment of respondents.
5. **Alumni Mentorship Programs:** Establish alumni mentorship programs where experienced alumni can mentor current students and recent graduates, providing valuable insights and guidance for career development.
6. **Improve Fair-Rated Programs:** Gather more detailed feedback from respondents who rated programs or services as fair to understand specific areas for improvement. This could involve refining processes, adding resources, or adjusting program content to better meet expectations.
7. **Feedback Integration:** Implement a systematic feedback integration process where feedback from alumni and stakeholders is consistently collected, analyzed, and used to make informed decisions about program and service improvements.
8. **Communication and Transparency:** Enhance communication and transparency about program offerings, benefits, and improvements to ensure that alumni are aware of the positive changes being made based on their feedback.


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9. **Customized Engagement Activities:** Explore other engagement activities based on specific interests or needs identified by alumni, such as community service projects, sports tournaments, art exhibitions, or book clubs.
10. **Organize Social Gatherings:** Plan and host social gatherings such as reunions, networking mixers, alumni dinners, or cultural events to provide opportunities for alumni to connect and socialize in a relaxed environment.
11. **Networking Events:** Organize networking events or platforms where alumni can connect with each other, share experiences, collaborate on projects, and explore potential career opportunities or partnerships.
12. **Offer Diverse Engagement Activities:** Provide a range of engagement activities that cater to different interests and preferences of alumni, including networking events, professional development workshops, social gatherings, mentorship programs, and community service projects.
13. **Engage Alumni Ambassadors:** Identify and engage enthusiastic alumni as ambassadors who can actively promote SNGCET to their networks, participate in recruitment events, and share their positive experiences with others.
14. **Highlight Positive Experiences:** Showcase success stories, achievements, and positive experiences of alumni to potential students, parents, and other stakeholders to highlight the value and benefits of SNGCET.
15. **Engage Alumni Volunteers:** Recruit alumni volunteers to participate in mentoring programs, career counselling sessions, networking events, and other initiatives aimed at supporting fellow alumni in their post-graduation endeavours.

By implementing these remedies, you can not only address any existing concerns but also foster a stronger sense of community and engagement among alumni, ultimately benefiting both the alumni network and the institution as a whole.



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SNGCET ALUMNI ASSOCIATION PAYYANUR (SNAAP)

ACTION TAKEN BASED ON FEEDBACK ANALYSIS

Grand Alumni Meet on -04-11-2019

Based on the feedback analysis, it seems like the majority of alumni are satisfied with their experience, which is a positive sign. However, there's always room for improvement. Here are some remedies to address any areas of concern:

1. **Positive Reinforcement:** Since a significant portion of respondents are very satisfied, it's essential to reinforce what aspects of their experience are contributing to this high level of satisfaction. Recognizing and reinforcing these positive aspects can help maintain and even improve satisfaction levels.
2. **Continuous Improvement:** Use the feedback analysis as a tool for continuous improvement. Regularly collect feedback, analyse trends, and implement changes based on the feedback received. This iterative approach can help in creating a better overall experience for students and stakeholders at SNGCET.
3. **Career Guidance and Counselling:** Strengthen career guidance services to help students make informed decisions about their career paths. This can include workshops, one-on-one counselling sessions, and resources for exploring various career options.
4. **Alumni Engagement:** Leverage the experiences and success stories of alumni to inspire current students and provide networking opportunities. Alumni mentorship programs can be beneficial in guiding students towards successful career paths.
5. **Feedback Loop:** Maintain a feedback loop where alumni and current students can share their experiences and provide insights for continuous improvement. This can help in identifying areas of strength and areas needing enhancement in influencing career paths.
6. **Enhanced Communication:** Improve communication channels between students and faculty/administration to ensure that feedback is effectively communicated and acted upon.
7. **Student Involvement:** Involve students in the improvement process by seeking their suggestions and feedback on how programs and services can be enhanced to better meet their needs and expectations.


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8. **Promote Networking Culture:** Encourage a networking culture within the institution by highlighting success stories of networking, facilitating introductions between alumni and students, and providing networking tips and resources.
9. **Collect Feedback Regularly:** Continuously collect feedback from participants of networking events to understand their experiences, preferences, and suggestions for improvement. Use this feedback to iterate and enhance future networking opportunities.
10. **Other Activities:** Explore other engagement activities based on alumni interests and feedback. This could include volunteer opportunities, alumni newsletters, webinars, or collaborative projects.
11. **Recognize and Celebrate Alumni Achievements:** Highlight the achievements and contributions of alumni through alumni spotlights, awards, and recognition programs. Celebrating alumni success stories can inspire engagement and foster a sense of pride within the community.
12. **Seek Feedback and Input:** Regularly seek feedback from alumni to understand their engagement levels, interests, and suggestions for improvement. Use this feedback to tailor engagement initiatives and ensure they meet the needs of the alumni community.
13. **Address Neutral Responses:** Engage with respondents who are neutral about recommending SNGCET and gather feedback to understand their perspectives. Address any concerns or areas where improvement is needed to potentially convert neutral responses into positive recommendations.
14. **Address Dissatisfaction (Somewhat Dissatisfied):** While the percentage of somewhat dissatisfied respondents is low, it's important to address their concerns. Conduct targeted surveys or interviews to gather detailed feedback, and take actionable steps to address any issues raised. This could involve improvements in communication, alumni services, or other areas identified as contributing to dissatisfaction.
15. **Evaluate Effectiveness:** Regularly evaluate the effectiveness of alumni support services through feedback, surveys, and metrics such as utilization rates and satisfaction levels. Use this data to make data-driven decisions and continuously improve the services offered.

By implementing these remedies, we can not only address any existing concerns but also foster a stronger sense of community and engagement among alumni, ultimately benefiting both the alumni network and the institution as a whole.



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