Action Taken Report
Academic Year : 2023 -2024

The action taken report for the report of feedback analysis that is obtained during the academic year 2023-2024 is mentioned in the below table

Stake Holders			Students
S.NO	FEEDBACK QUESTION	FEEDBACK PERCENTAGE	CORRECTIVE MEASURES
1.	Co and Extra Curricular (sports& games) facilities give good opportunities to explore themselves.	80.41%	**1. Increased Variety in Activities** We have successfully expanded the range of sports and games available, introducing new options to cater to a wider variety of student interests and skill levels. This includes both traditional and emerging sports, ensuring that every student finds an activity that aligns with their passion. **2. Enhanced Infrastructure** Significant improvements have been made to our sports infrastructure. This includes the installation of state-of-the-art equipment, refurbishing existing facilities, and expanding playing spaces. These enhancements are aimed at ensuring a safe and enjoyable environment for students to engage in physical activities. **3. Promoted Inclusivity** Efforts have been made to promote inclusivity within all extracurricular activities. This includes providing specialized programs for students with disabilities, offering beginner-level training sessions, and ensuring that everyone, regardless of ability or background, can participate and thrive. **4. Provided Professional Coaching and Mentorship** We have introduced professional

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			coaching for various sports, ensuring that students receive expert guidance and mentorship. Specialized sessions and workshops have been held, helping students refine their skills and encouraging higher participation levels. **5. Increased Awareness and Engagement** A comprehensive awareness campaign has been launched, using posters, announcements, and orientation sessions to promote co-curricular and extra-curricular activities. These efforts have led to greater student involvement and awareness of the diverse opportunities available.

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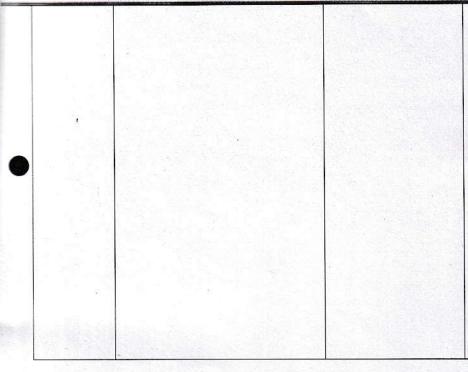## College of Engineering and Technology
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Stake Holders			Faculty
S.NO	FEEDBACK QUESTION	FEEDBACK PERCENTAGE	CORRECTIVE MEASURES
1.	Academics, co and extra-curricular opportunities and facilities and ambience shaped the personality of students in terms of values, ethics, and attitudes.	77.33%	**1. Strengthened Integration of Values and Ethics in Academics** We have integrated courses and activities that focus on values, ethics, and attitudes directly into the academic curriculum. These initiatives encourage students to develop a strong sense of responsibility, integrity, and ethical decision-making as part of their academic journey. **2. Expanded Co-curricular and Extra-curricular Opportunities** In response to feedback, we have increased the variety of co-curricular and extra-curricular programs, placing more emphasis on character development through teamwork, leadership, and social responsibility. These activities now include workshops, seminars, and group projects centered around social and ethical issues. **3. Enhanced Learning Environment and Ambience** The campus ambiance has been enhanced to foster a positive and motivating atmosphere for personal growth. Efforts include creating designated spaces for group discussions, brainstorming, and self-reflection, along with improved facilities for interactive learning and skill-building activities. **4. Encouraged Holistic Development Through Extracurricular Engagement** Recognizing the importance of non-academic activities, we have promoted

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student participation in clubs, sports, and leadership programs that nurture communication, teamwork, and emotional intelligence. This holistic approach helps students develop well-rounded personalities.

5. Introduced Mentorship and Counseling

To further support students' personal development, mentorship programs and counseling services have been introduced. Students now have access to experienced mentors who guide them in their academic, social, and ethical development, helping shape their values and attitudes in a positive direction.

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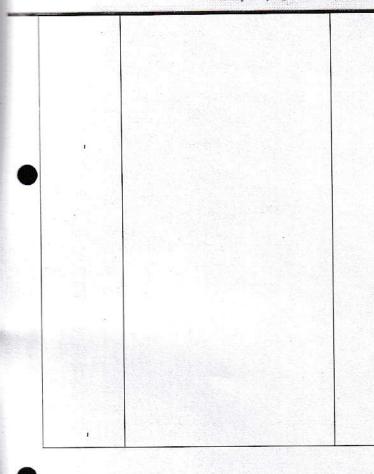Salem District, Pincode - 637 301

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Stake Holders			Alumni
S.NO	**FEEDBACK QUESTION**	**FEEDBACK PERCENTAGE**	**CORRECTIVE MEASURES**
1.	Value added and certification programs are incorporated in syllabus to learn new skills for employability and life-long learning.	76.00%	**1. Integrated Industry-Relevant Value-Added Programs** We have successfully incorporated various value-added programs into the curriculum, focusing on enhancing employability skills. These programs, such as soft skills training, language proficiency, and technical certifications, are designed to equip students with the necessary tools to excel in their careers and foster continuous learning. **2. Introduced Certification Courses** To support lifelong learning, we have introduced a wide range of certification courses in collaboration with industry leaders and recognized platforms. These certifications, spanning areas such as digital literacy, project management, and specialized technical skills, are included as optional components of the academic syllabus to enhance students' qualifications. **3. Collaborated with Professional Bodies and Institutions** We have partnered with various professional organizations and educational institutions to provide certification programs that are aligned with current industry standards. These collaborations ensure that students have access to accredited courses that add value to their academic journey and improve their career prospects.

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4. Promoted Skill Development Workshops

To further enhance employability, skill development workshops are now regularly organized. These workshops focus on practical, hands-on skills such as data analysis, communication, leadership, and technical proficiency. Students can participate and gain certifications that boost their resume.

5. Encouraged Participation and Awareness of Programs

Awareness campaigns, through emails, posters, and campus sessions, have been launched to inform students about the value-added programs and certification courses available to them. This has led to increased participation, ensuring that more students take advantage of these opportunities for personal and professional growth.

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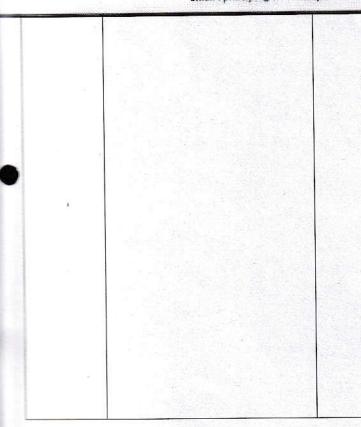## College of Engineering and Technology
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Stake Holders			Employers
S.NO	FEEDBACK QUESTION	FEEDBACK PERCENTAGE	CORRECTIVE MEASURES
1.	Our graduates have Good communication and interpersonal skills	76.36%	**1. Enhanced Communication Skills Development** We have integrated more focused communication training into the curriculum, including workshops on both verbal and written communication. These programs help students improve their ability to express ideas clearly and confidently, essential for professional success. **2. Increased Interpersonal Skills Training** To develop students' interpersonal abilities, we have introduced activities such as group projects, peer interactions, and collaborative assignments. These encourage students to work in teams, build relationships, and effectively manage conflicts, fostering a cooperative and productive approach in professional settings. **3. Offered Public Speaking and Presentation Skills Programs** Public speaking and presentation skills have been prioritized through dedicated courses and special sessions with industry experts. These programs are designed to help students articulate their thoughts with poise and confidence in a variety of settings. **4. Implemented Mock Interviews and Role-Playing** To provide practical experience, mock interviews and role-playing scenarios have been incorporated into the curriculum. These exercises give students the opportunity to practice interpersonal communication in a

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			simulated work environment, preparing them for real-world interactions.
			5. Organized Soft Skills Workshops and Seminars Workshops focusing on soft skills, including emotional intelligence, active listening, and negotiation, are held regularly. These workshops help students further enhance their interpersonal relationships and improve their professional demeanor.
			6. Feedback Mechanism and Continuous Improvement Regular feedback is taken from faculty and external evaluators on students' communication and interpersonal skills, and this is used to further tailor programs to address specific areas of improvement.

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