



IDHAYA ENGINEERING COLLEGE FOR WOMEN

CHINNASALEM-606 201, KALLAKURICHI DISTRICT, TAMIL NADU, INDIA.

Approved by AICTE, New Delhi, Affiliated to Anna University, Chennai.

NAAC Accredited, ISO 9001: 2015 Re-certified, 2(f) Status of UGC

A Christian Minority Institution run by the Franciscan Sisters of the Immaculate Heart of Mary Society, Puducherry.

Phone: 04151-258325, 258326

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Email ID: indhaya@iecw.edu.in

ACTION TAKEN REPORT



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Action Taken Report on Feedback

UG-Department of Computer Science and Engineering

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Students	Rate the relevance of the courses that you have studied in relation to the competencies expected out of the course?	3.79	The following actions have taken to bridge the gap between academic content and industry or societal expectations: Conducted a curriculum review, introduced industry-driven content, upgraded teaching methods, introduced emerging topics, collaborated with industry, promoted multidisciplinary learning, enhanced feedback mechanisms, encouraged lifelong learning and conducted faculty development programme. And also conducted training sessions for the faculties to stay updated on current industry practices and encouraged faculty to collaborate with industry on research projects.
	Rate the electives offered in relation to the technological developments?	3.85	Actions have taken to improve the alignment of electives with emerging technologies and industry trends. Regularly updated electives, collaborated with industry, introduced emerging topics, provided flexibility in elective selection, engaged faculty in research and development, incorporated industry feedback, encouraged multidisciplinary projects, promoted certifications and workshops, monitored technological trends and evaluated outcomes.
Faculty	Rate the distribution of the contact hours among the course components (Lecture-Tutorial-Practical)?	3.22	The university's board of studies determined the contact hours based on the difficulty of the papers, past test performance, and theory, analytical, practical, and project course.



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	Rate the standard of the text books and reference books of each course?	3.33	Electives are offered to the needs of industries/technical field.
Employer	Rate the competencies in relation to the course content?	2.80	Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.
Alumni	Rate relevance of the courses in the program?	2.58	Ensures graduates are prepared for industry, research, and societal challenges. The followings actions have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.



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Action Taken Report on Feedback

PG-Department of Computer Science and Engineering

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Students	Rate the standard of the text Books and reference books of each course?	3.17	Electives are offered to the needs of industries/Technical field.
	Rate the courses in terms of self-learning or teacher directed learning by, considering the design of the courses?	3.09	Ensured students develop independent problem-solving abilities while receiving adequate guidance. The following actions have taken to create a balanced and effective learning experience: Redesigned Course Structure, Encouraged Self-Learning, Used Technology to Support Learning, Introduced Flipped Classrooms, Developed Critical Thinking, Balanced Teacher Guidance, Assessed and Reinforce Learning, Fostered Lifelong Learning Skills, Supported with Guidance and Regular Curriculum Review.
Faculty	Rate the structure of curriculum and syllabus in relation to skill and competencies ?	3.00	Ensured that students acquired the skills and competencies needed for successful engineering careers. To make this alignment effective, the curriculum was designed with clear learning outcomes, practical applications, and flexibility to adapt to industry trends. Below are the actions taken to align the curriculum structure with skills and competencies: Defined Core Competencies and Skills, Adopted an Outcome-Based Education (OBE) Framework, structured the Curriculum for Skill Development, introduced Modular Flexibility, emphasized Hands-On Learning, included Multidisciplinary



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			and Interdisciplinary Learning, strengthened Internship and Industry Interaction, promoted Research and Innovation, Incorporated Lifelong Learning and Certifications Used for Feedback and Continuous Improvement, Integrated Assessments with Competency Development.
	Rate the balancing of the theory and practical courses in curriculum.?	3.67	The following actions have taken to achieve an effective equilibrium: Assessed the Current Curriculum, Defined an Optimal Ratio, Integrated Practical Components into Theory Courses, Integrated Practical Components into Theory Courses, Emphasized Experiential Learning, Enhanced Laboratory and Workshop Experiences, Used Simulation and Virtual Tools, Included Industry-Oriented Practical Training, Adopted Outcome-Based Education (OBE), Promoted Interdisciplinary and Application-Oriented Learning, Regularly updated Curriculum, Trained the Faculties for Effective Delivery, Evaluated and Certified Practical Competencies.
Employer	Rate the competencies in relation to the course content?	2.80	Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.



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Alumni	Rate relevance of the courses in the program?	2.58	Ensures graduates are prepared for industry, research, and societal challenges. The followings actions have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.
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Action Taken Report on Feedback

Department of Electrical and Electronics Engineering

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Student	Rate the guest lectures, workshops and industry visits organized, relevance to the curriculum?	3.23	The following actions have taken to align Activities with Curriculum Objectives, Planed Thematically Relevant Activities, Collaborated with Industry, Integrated Activities into the Curriculum, Focused on Emerging Trends and Technologies, Prepared Students Beforehand, Evaluated and Gathered Feedback, Supported Faculty Involvement.
	Rate the size of syllabus in terms of students learning ability?	3.31	Ensure that the syllabus is aligned with students' learning capabilities, the following actions have taken: Defined Clear Learning Objectives, Aligned the Syllabus with Students' Cognitive Development, Incorporated Active Learning Strategies, Adapted the Syllabus to Students' Learning Styles, Balanced Theory and Practical Content, Designed Modular Syllabus, Incorporated Industry Relevance, Enabled Self-Directed Learning and Iterative Curriculum Evaluation.
Faculty	Rate the structure of curriculum and syllabus in relation to skill and competencies ?	3.11	Ensured that students acquired the skills and competencies needed for successful engineering careers. To make this alignment effective, the curriculum was designed with clear learning outcomes, practical applications, and flexibility to adapt to industry trends. Below are the actions taken to align the curriculum structure with skills and competencies: Defined Core Competencies and Skills, Adopted an Outcome-Based Education (OBE) Framework, structured the Curriculum for Skill Development, introduced Modular Flexibility, emphasized Hands-On Learning, included Multidisciplinary and Interdisciplinary Learning, strengthened



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			Internship and Industry Interaction, promoted Research and Innovation, Incorporated Lifelong Learning and Certifications Used for Feedback and Continuous Improvement, Integrated Assessments with Competency Development.
	Rate the effectiveness of system followed for the design and development of curriculum.?	3.22	The university's board of studies determined the contact hours based on the difficulty of the papers, past test performance, and theory, analytical, practical, and project courses.
Employer	Rate the competencies in relation to the course content?	2.80	Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.
Alumni	Rate relevance of the courses in the program?	2.58	Ensures graduates are prepared for industry, research, and societal challenges. The followings actions have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.



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Action Taken Report on Feedback

UG-Department of Electronics and Communication Engineering

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Student	Rate the relevance of the courses that you have studied in relation to the competencies expected out of the course?	3.66	The following actions have taken to bridge the gap between academic content and industry or societal expectations: Conducted a curriculum review, introduced industry-driven content, upgraded teaching methods, introduced emerging topics, collaborated with industry, promoted multidisciplinary learning, enhanced feedback mechanisms, encouraged lifelong learning and conducted faculty development programme. And also conducted training sessions for the faculties to stay updated on current industry practices and encouraged faculty to collaborate with industry on research projects.
	Rate the courses in terms of self learning or teacher directed learning by, considering the design of the courses?	3.71	Ensured students develop independent problem-solving abilities while receiving adequate guidance. The following actions have taken to create a balanced and effective learning experience: Redesigned Course Structure, Encouraged Self-Learning, Used Technology to Support Learning, Introduced Flipped Classrooms, Developed Critical Thinking, Balanced Teacher Guidance, Assessed and Reinforce Learning, Fostered Lifelong Learning Skills, Supported with Guidance and Regular Curriculum Review.
Faculty	Rate the structure of curriculum and syllabus in relation to skill and competencies?	3.11	Ensuring that students acquire the skills and competencies needed for successful engineering careers. To make this alignment effective, the curriculum should be designed with clear learning outcomes, practical



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			<p>applications, and flexibility to adapt to industry trends. Below is a detailed plan to align the curriculum structure with skills and competencies: Define Core Competencies and Skills, Adopt an Outcome-Based Education (OBE) Framework, Structure the Curriculum for Skill Development, Introduce Modular Flexibility, Emphasize Hands-On Learning, Include Multidisciplinary and Interdisciplinary Learning, Strengthen Internship and Industry Interaction, Promote Research and Innovation, Incorporate Lifelong Learning and Certifications Use Feedback and Continuous Improvement, Integrate Assessments with Competency Development</p>
	Rate the distribution of the contact hours among the course components (Lecture-Tutorial-Practical)?	3.22	<p>The university's board of studies determined the contact hours based on the difficulty of the papers, past test performance, and theory, analytical, practical, and project course</p>
Employer	Rate the competencies in relation to the course content?	2.80	<p>Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.</p>
	Rate relevance of the courses in the program?	2.58	<p>Ensures graduates are prepared for industry, research, and societal challenges. The followings actions</p>



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Alumni			have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.
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Action Taken Report on Feedback

PG-Department of Electronics and Communication Engineering

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Student	Rate the evaluation scheme designed for each course?	2.86	Below are the actions taken to design and implement an effective evaluation scheme: Defined Clear Learning Outcomes and Competencies, Balanced Formative and Summative Assessment, Emphasized Practical and Hands-On Evaluation, Used Multiple Assessment Types, Implemented Continuous Assessment, Included Self-Assessment and Peer Assessment, Offered Clear Rubrics and Transparent Grading, Promoted Critical Thinking and Innovation, Ensured Peer and Instructor Feedback, Introduced Industry Collaboration in Evaluation, Aligned Evaluation with Lifelong Learning, monitored and reviewed Assessment Practices.
	Rate the distribution of the contact hours among the course components (Lecture-Tutorial-Practical)?	3.14	The university's board of studies determined the contact hours based on the difficulty of the papers, past test performance, and theory, analytical, practical, and project course
Faculty	Rate the clarity and appropriateness of the learning objectives of all topics in each course?	3.67	The following actions have taken to ensure clear and appropriate learning objectives: Developed Clear and Specific Learning Objectives, Aligned Learning Objectives with Course and Program Goals, Focused on Bloom's Taxonomy Levels, Ensured Relevance and Real-World Application, Used Student-Centered Language, Continuously



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			Reviewed and Updated Objectives, Provided Alignment with Assessment Methods, Communicated Learning Objectives Clearly to ensure Realistic Expectations, Integrated Soft Skills in Learning Objectives.
	Rate the standard of the text books and reference books of each course?	3.00	Electives are offered to cater the needs of industries/Technical field.
Employer	Rate the competencies in relation to the course content?	2.80	Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.
Alumni	Rate relevance of the courses in the program?	2.58	Ensures graduates are prepared for industry, research, and societal challenges. The followings actions have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.



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Action Taken Report on Feedback

Department of Information Technology

Feedback Source	Questionnaires with less Threshold	4-Scale Weightage	Action Taken
Students	Rate the method of Sequence of the units on each course?	3.58	The university's board of studies assigned credits for courses that are theoretical, analytical, practical, or project- based.
	Rate the relevance of the courses that you have studied in relation to the competencies expected out of the course?	3.53	The following actions have taken to bridge the gap between academic content and industry or societal expectations: Conducted a curriculum review, introduced industry-driven content, upgraded teaching methods, introduced emerging topics, collaborated with industry, promoted multidisciplinary learning, enhanced feedback mechanisms, encouraged lifelong learning and conducted faculty development programme. And also conducted training sessions for the faculties to stay updated on current industry practices and encouraged faculty to collaborate with industry on research projects.
Faculty	Rate the structure of curriculum and syllabus in relation to skill and competencies?	3.11	Ensured that students acquired the skills and competencies needed for successful engineering careers. To make this alignment effective, the curriculum was designed with clear learning outcomes, practical applications, and flexibility to adapt to industry trends. Below are the actions taken to align the curriculum structure with skills and competencies: Defined Core Competencies and Skills, Adopted an Outcome-Based Education (OBE) Framework, structured the Curriculum for Skill Development, introduced Modular Flexibility, emphasized Hands-On Learning, included Multidisciplinary and Interdisciplinary Learning, strengthened Internship and Industry Interaction, promoted Research and Innovation, Incorporated Lifelong



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			Learning and Certifications Used for Feedback and Continuous Improvement, Integrated Assessments with Competency Development.
	Rate the effectiveness of system followed for the design and development of curriculum.?	3.22	The university's board of studies determined the contact hours based on the difficulty of the papers, past test performance, and theory, analytical, practical, and project courses
Employers	Rate the competencies in relation to the course content?	2.80	Deliberate actions have taken to integrate the skills, knowledge, and attitudes expected from graduates into the curriculum. Below is a detailed actions to address this alignment: identified core competencies, conducted competency mapping, updated course content, implemented experiential learning, adopted outcome-based education (OBE), enhanced faculty skills, integrated soft skills training, regular curriculum reviewed, used competency-based assessments, promoted lifelong learning, monitored and evaluated outcomes.
Alumni	Rate relevance of the courses in the program?	2.58	Ensures graduates are prepared for industry, research, and societal challenges. The followings actions have taken to improve their relevance: conducted a curriculum review, included emerging technologies, incorporated industry-informed content, emphasized practical application, flexible elective system, promoted multidisciplinary learning, incorporated sustainability and ethics, engaged faculty in skill development and integrated lifelong learning opportunities.