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St. JOSEPH'S COLLEGE OF ENGINEERING
 (An Autonomous Institution)
St. Joseph's Group of Institutions
 OMR, Chennai - 119



DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

FEEDBACK ANALYSIS OF STAKEHOLDERS ON CURRICULUM AND
 ACTIONS TAKEN REPORT

S.No	Stakeholder	Count
1.	Students	100
2.	Teacher	3
3.	Employer	4
4.	HOD	1
5.	Parents	10
6	Alumni	10

(Signature)

HOD
HEAD OF THE DEPARTMENT
 Department of Civil Engineering
 St. Joseph's College of Engineering
 OMR, Chennai-600 119.

(Signature)

PRINCIPAL
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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

FEEDBACK ANALYSIS OF STAKEHOLDERS ON CURRICULUM AND
 ACTIONS TAKEN REPORT

S.NO	Stakeholder	Feedback	Actions Taken
1	Student	Students suggested that more exposure to real-time construction industry projects should be provided	Industrial Visits as well as guest lectures will be arranged.
2	HOD	The quality of student projects needs improvement, especially for funding proposals and publications.	Awareness sessions will be conducted on proposal writing and available funding agencies. Additional guidance will be offered for research paper publication.
3	Industrial Expert	Students require more awareness and understanding of startup ecosystems.	Guest lectures by experienced entrepreneurs will be organized to provide exposure to startup concepts.
4	Teacher	Students should take initiative to strengthen their knowledge through self-learning using online platforms.	Mentors will be assigned, and students will be encouraged to pursue certification courses on platforms such as Udemy, Coursera, NPTEL, NWA and IIT Bombay's Spoken Tutorial.
		Students need opportunities to gain exposure at national and international platforms.	Students will be supported and granted On Duty (OD) permission to participate in international conferences and national-level symposiums.

[Signature]
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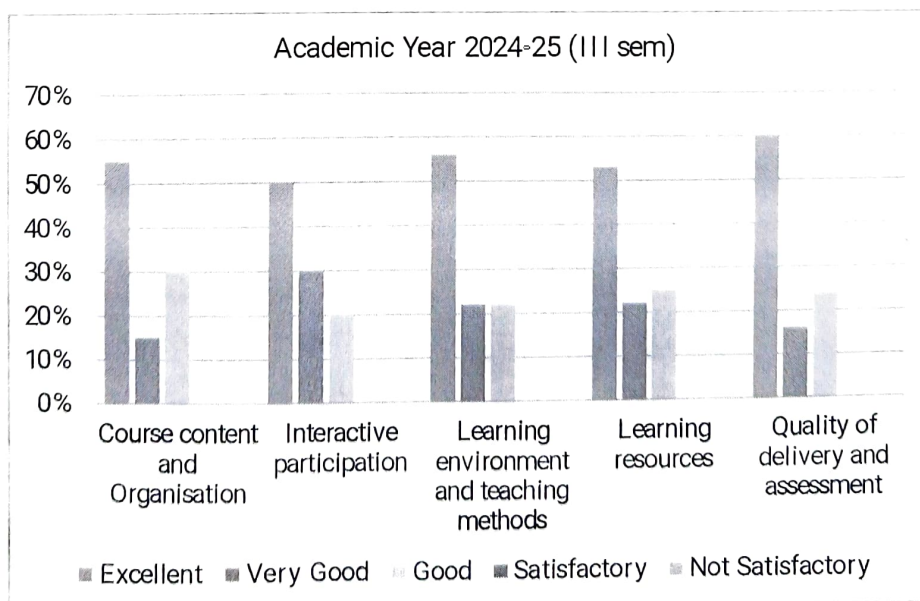
DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY STUDENT

Form I

III SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	55%	15%	30%	0%	0%
Interactive participation	50%	30%	20%	0%	0%
Learning environment and teaching methods	56%	22%	22%	0%	0%
Learning resources	53%	22%	25%	0%	0%
Quality of delivery and assessment	60%	16%	24%	0%	0%





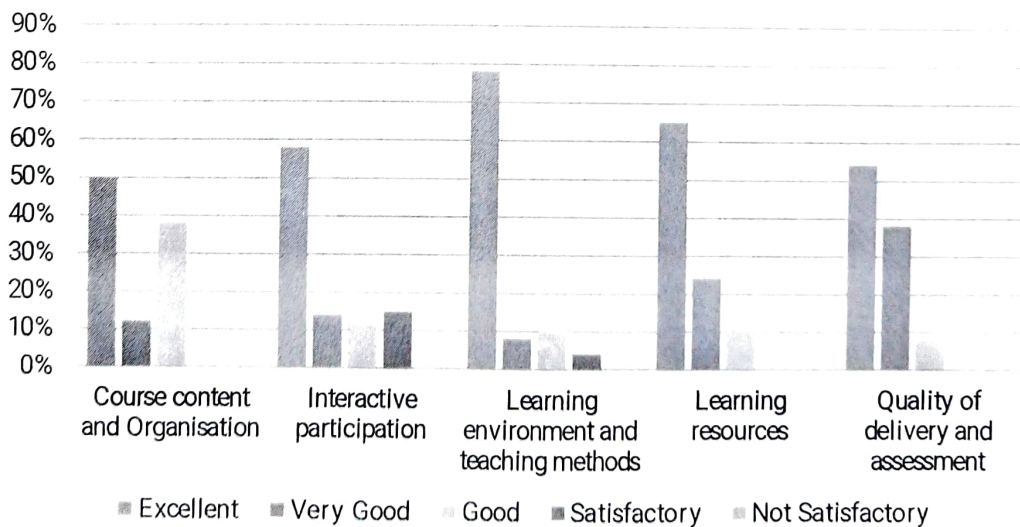
DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY STUDENT

IV SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	50%	12%	38%	0%	0%
Interactive participation	58%	14%	13%	15%	0%
Learning environment and teaching methods	78%	8%	10%	4%	0%
Learning resources	65%	24%	11%	0%	0%
Quality of delivery and assessment	54%	38%	8%	0%	0%

Academic Year 2024-25 (IV sem)



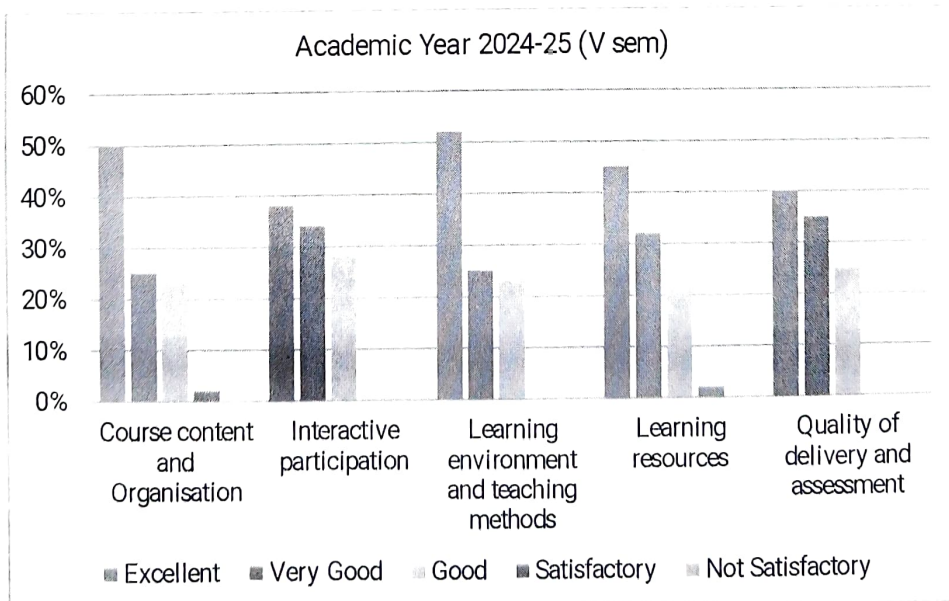


DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY STUDENT

V SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	50%	25%	23%	2%	0%
Interactive participation	38%	34%	28%	0%	0%
Learning environment and teaching methods	52%	25%	23%	0%	0%
Learning resources	45%	32%	21%	2%	0%
Quality of delivery and assessment	40%	35%	25%	0%	0%



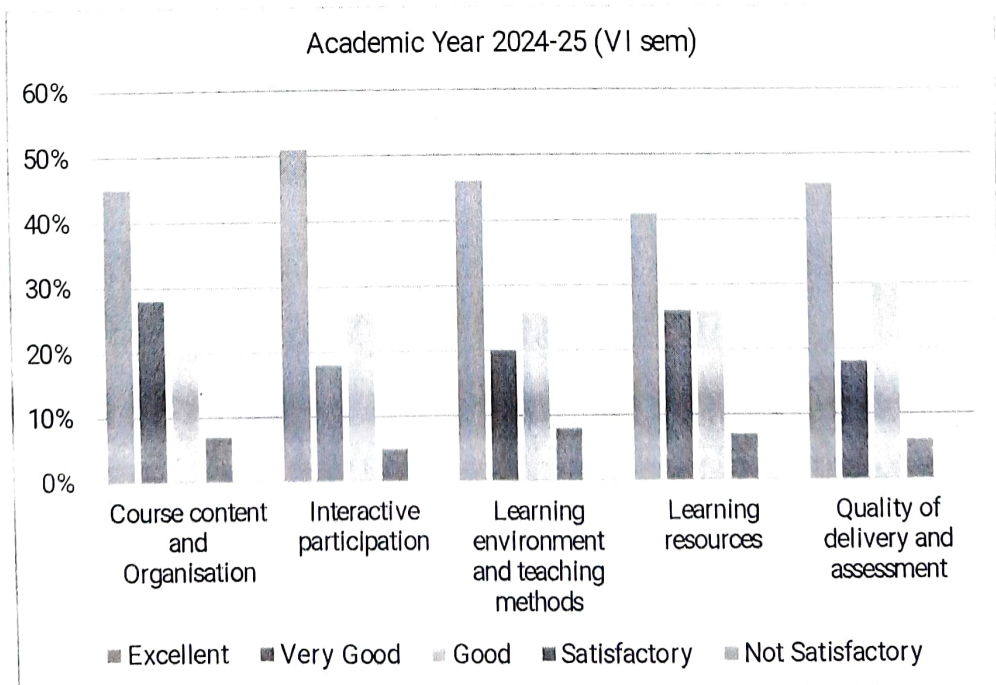


DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY
 STUDENT

VI SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	45%	28%	20%	7%	0%
Interactive participation	51%	18%	26%	5%	0%
Learning environment and teaching methods	46%	20%	26%	8%	0%
Learning resources	41%	26%	26%	7%	0%
Quality of delivery and assessment	45%	18%	30%	6%	0%





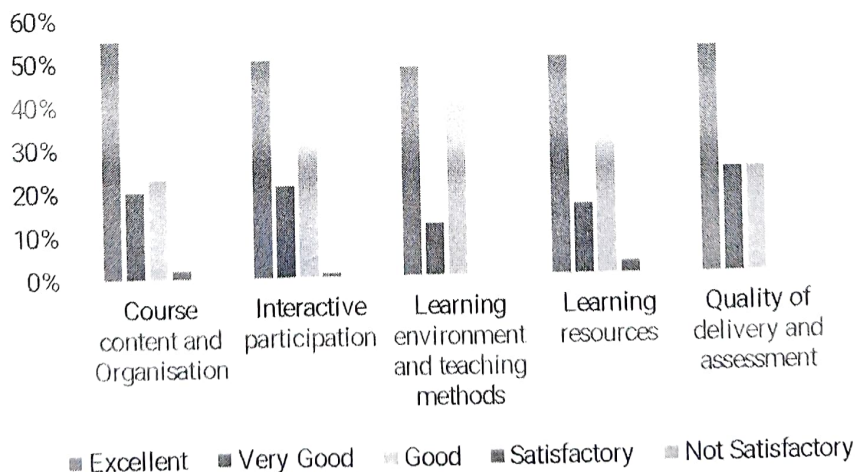
DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY STUDENT

VII SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	55%	20%	23%	2%	0%
Interactive participation	50%	21%	30%	1%	0%
Learning environment and teaching methods	48%	12%	40%	0%	0%
Learning resources	50%	16%	31%	3%	0%
Quality of delivery and assessment	52%	24%	24%	0%	0%

Academic Year 2024-25 (VII sem)



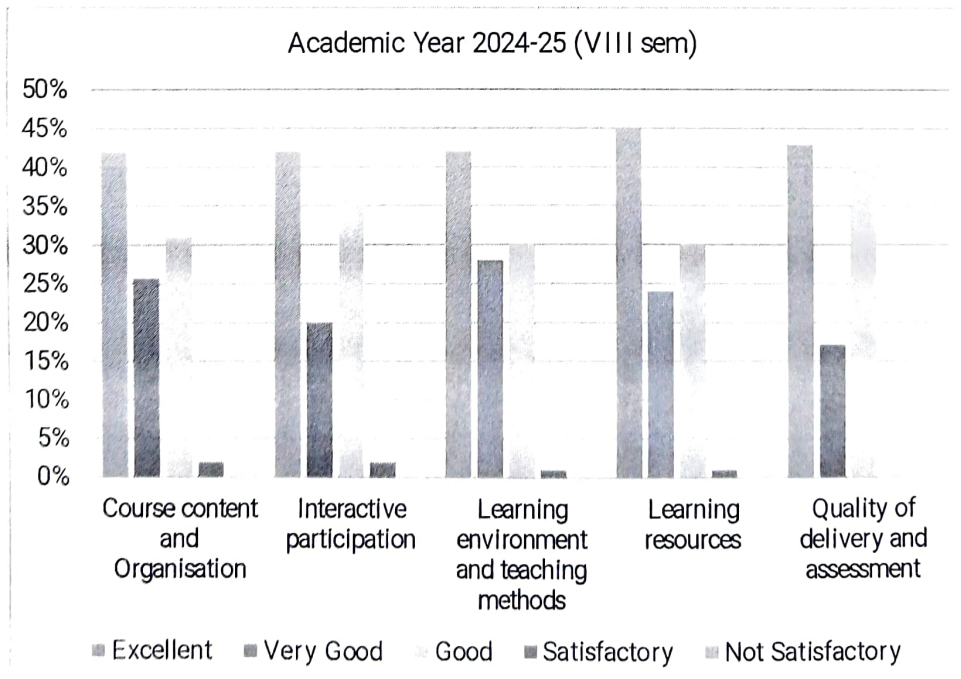


DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY
 STUDENT

VIII SEM

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	42%	26%	31%	2%	0%
Interactive participation	42%	20%	36%	2%	0%
Learning environment and teaching methods	42%	28%	30%	1%	0%
Learning resources	45%	24%	30%	1%	0%
Quality of delivery and assessment	43%	17%	40%	0%	0%



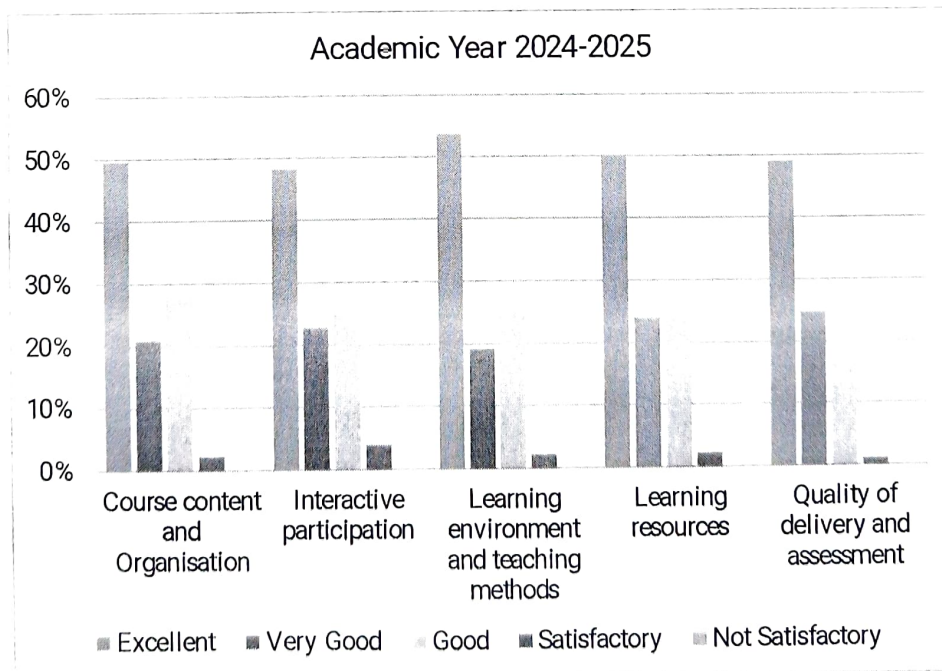


DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY
 STUDENT

Academic Year 2024-25– Overall

QUESTIONS	% E	% VG	% G	% S	% NS
Course content and Organisation	50%	21%	27%	2%	0%
Interactive participation	48%	23%	25%	4%	0%
Learning environment and teaching methods	54%	19%	25%	2%	0%
Learning resources	50%	24%	24%	2%	0%
Quality of delivery and assessment	49%	25%	25%	1%	0%





DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS AND ACTION TAKEN FOR COURSE EVALUATION –FEEDBACK BY
STUDENT

Students' Feedback on Curriculum

As part of the course evaluation process, feedback was collected from students on the curriculum through a structured questionnaire covering five key areas: Course Content & Organisation, Interactive Participation, Learning Environment & Teaching Methods, Learning Resources, and Quality of Delivery & Assessment. A total of 100 students participated in the survey for the academic year 2024–2025.

Approximately 50% of the respondents agreed that the course content and its organisation were well aligned with the undergraduate programme curriculum. Around 48% of the students rated interactive participation as excellent, attributing it to the resumption of face-to-face classroom interaction after online mode, while 5% felt that the level of interaction could still be improved.

Nearly 95% of the students rated the teaching environment, pedagogy, and use of creative presentation tools—such as animations, audio-visual content, and digital teaching aids—more than satisfactory. The availability of online student portals, open lectures, study materials, and book bank services also received 95% positive feedback as essential learning resources. Additionally, 95% of students strongly agreed with the quality of delivery as well as the structure and fairness of internal assessments.

Feedback analysis report

The overall feedback analysis highlighted a high level of satisfaction among students in areas such as learning resources, quality of delivery, and teaching methods. However, the area of Course Content & Organisation reflected relatively lower satisfaction when compared to other categories.

Action Taken

To enhance course content and organisation, additional tutorial sessions were introduced to provide detailed explanations of concepts and to support problem-solving activities during class hours. Students were also encouraged to actively participate in departmental clubs and co-curricular activities to improve overall engagement and learning outcomes.

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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

Form II

TEACHERS FEEDBACK ON CURRICULUM

ODD SEM

TEACHER'S FEEDBACK ON CURRICULUM - ANALYSIS						
Academic Year: 2023-24 [ODD SEM]						
Grade : 5-Excellent, 4-Very Good, 3- Good, 2- Satisfactory, 1- Not satisfactory						
S. No	Details	5	4	3	2	1
1.	Curriculum is based on the needs of the stake holders	94%	6%	0%	0%	0%
2.	Course objectives and Outcomes of the course are well defined and clear to faculty and students	98%	2%	0%	0%	0%
3.	Sufficient number of prescribed books are available in the library	93%	5%	2%	0%	0%
4.	The course has good balance between theory and application.	98%	1%	1%	0%	0%
5.	The course has made me interested in the subject area.	88%	8%	4%	0%	0%
6.	The course has increased knowledge potential in its application	90%	10%	0%	0%	0%
7.	Book facilities and other amenities like projectors, softwares etc., are available in the department	98%	2%	0%	0%	0%
8.	Tests and Examinations are conducted at appropriate time with proper coverage of planned units according to the college working schedule / academic schedule of anna university.	100%	0%	0%	0%	0%
9.	I have the freedom to adopt new techniques of teaching such as seminar presentations, group discussions, demonstration and student's participations.	92%	8%	0%	0%	0%
10.	Syllabus contain necessary technical skills for the students to face the industry needs	94%	8%	2%	0%	0%
11.	The electives offered are relevant to the specialization streams and to the technological advancements.	80%	15%	5%	0%	0%
12.	The laboratory experiments enhance the students in understanding the concepts and enable them to relate theory to practice (Experiential learning).	96%	4%	0%	0%	0%
13.	Facilities are provided for teaching and to adopt current trends / research.	92%	8%	0%	0%	0%

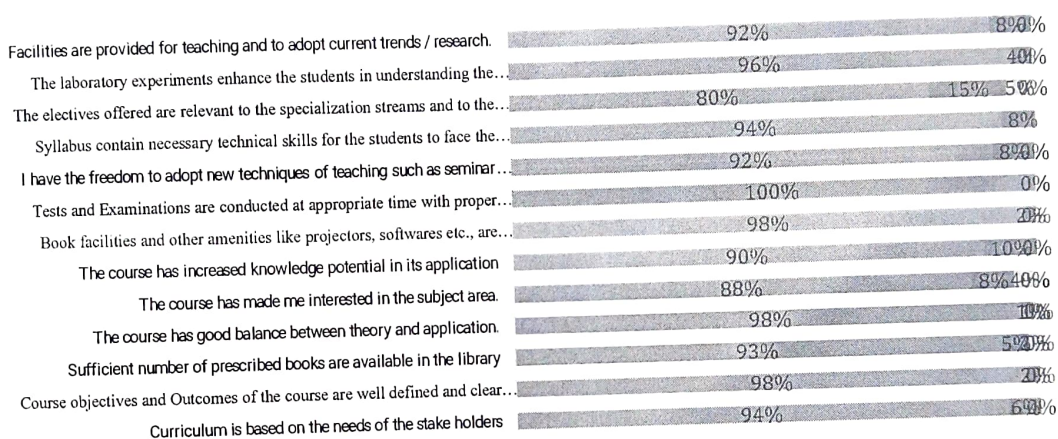


DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

TEACHERS FEEDBACK ON CURRICULUM-ODD SEM

Academic Year 2024-25 (ODD SEM)

■ Excellent ■ Very Good ■ Good ■ Satisfactory ■ Not Satisfactory





DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

TEACHERS FEEDBACK ON CURRICULUM
 EVEN SEM

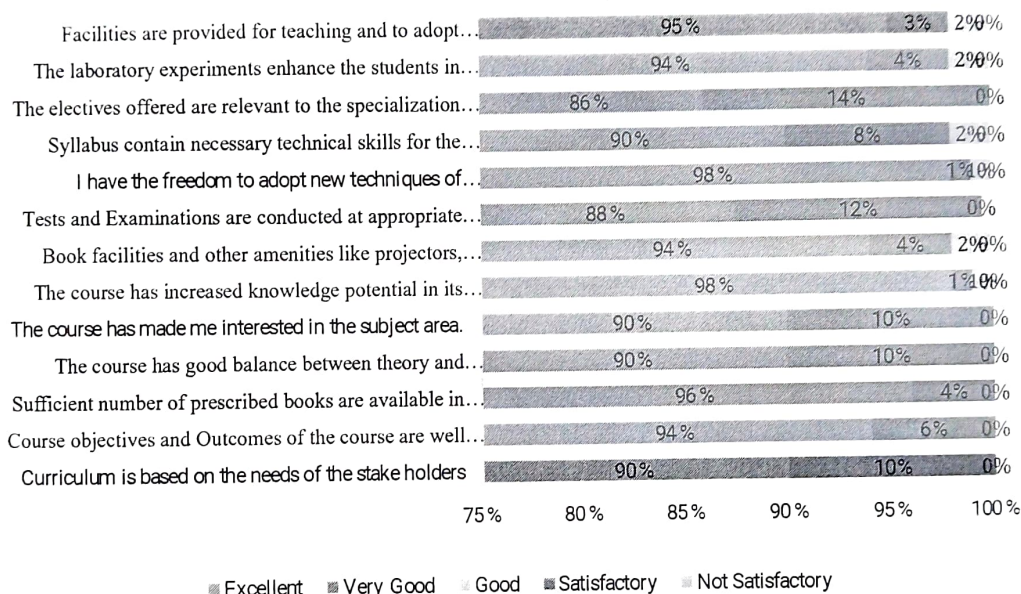
TEACHER'S FEEDBACK ON CURRICULUM - ANALYSIS						
EVEN SEM						
Grade : 5-Excellent, 4-Very Good, 3- Good, 2- Satisfactory, 1- Not satisfactory						
S. No	Details	5	4	3	2	1
1.	Curriculum is based on the needs of the stake holders	90%	10%	0%	0%	0%
2.	Course objectives and Outcomes of the course are well defined and clear to faculty and students	94%	6%	0%	0%	0%
3.	Sufficient number of prescribed books are available in the library	96%	4%	0%	0%	0%
4.	The course has good balance between theory and application.	90%	10%	0%	0%	0%
5.	The course has made me interested in the subject area.	90%	10%	0%	0%	0%
6.	The course has increased knowledge potential in its application	98%	1%	1%	0%	0%
7.	Book facilities and other amenities like projectors, softwares etc., are available in the department	94%	4%	2%	0%	0%
8.	Tests and Examinations are conducted at appropriate time with proper coverage of planned units according to the college working schedule / academic schedule of Anna university.	88%	12%	0%	0%	0%
9.	I have the freedom to adopt new techniques of teaching such as seminar presentations, group discussions, demonstration and student's participations.	98%	1%	1%	0%	0%
10.	Syllabus contain necessary technical skills for the students to face the industry needs	90%	8%	2%	0%	0%
11.	The electives offered are relevant to the specialization streams and to the technological advancements.	86%	14%	0%	0%	0%
12.	The laboratory experiments enhance the students in understanding the concepts and enable them to relate theory to practice (Experiential learning).	94%	4%	2%	0%	0%
13.	Facilities are provided for teaching and to adopt current trends / research.	95%	3%	2%	0%	0%



DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

TEACHERS FEEDBACK ON CURRICULUM-EVEN SEM

Academic Year 2024-25 (EVEN SEM)





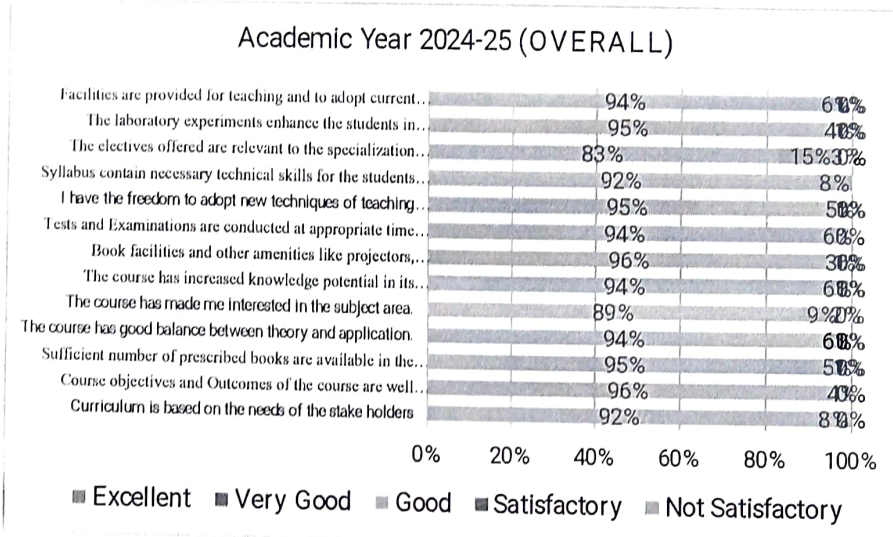
DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

TEACHERS FEEDBACK ON CURRICULUM

TEACHER'S FEEDBACK ON CURRICULUM – ANALYSIS OVERALL						
Grade : 5-Excellent, 4-Very Good, 3- Good, 2- Satisfactory, 1- Not satisfactory						
S. No	Details	5	4	3	2	1
1.	Curriculum is based on the needs of the stake holders	92%	8%	0%	0%	0%
2.	Course objectives and Outcomes of the course are well defined and clear to faculty and students	96%	4%	0%	0%	0%
3.	Sufficient number of prescribed books are available in the library	95%	5%	1%	0%	0%
4.	The course has good balance between theory and application.	94%	6%	1%	0%	0%
5.	The course has made me interested in the subject area.	89%	9%	2%	0%	0%
6.	The course has increased knowledge potential in its application	94%	6%	1%	0%	0%
7.	Book facilities and other amenities like projectors, softwares etc., are available in the department	96%	3%	1%	0%	0%
8.	Tests and Examinations are conducted at appropriate time with proper coverage of planned units according to the college working schedule / academic schedule of anna university.	94%	6%	0%	0%	0%
9.	I have the freedom to adopt new techniques of teaching such as seminar presentations, group discussions, demonstration and student's participations.	95%	5%	1%	0%	0%
10.	Syllabus contain necessary technical skills for the students to face the industry needs	92%	8%	2%	0%	0%
11.	The electives offered are relevant to the specialization streams and to the technological advancements.	83%	15%	3%	0%	0%
12.	The laboratory experiments enhance the students in understanding the concepts and enable them to relate theory to practice (Experiential learning).	95%	4%	1%	0%	0%
13.	Facilities are provided for teaching and to adopt current trends / research.	94%	6%	1%	0%	0%



DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025
TEACHERS FEEDBACK ON CURRICULUM-OVERALL



TEACHERS FEEDBACK ON CURRICULUM

- Based on the instructor's feedback, most of the programme metrics fall within the 'Outstanding' to 'Very Good' range, indicating strong overall performance. However, there is still scope for further enhancement to reach the highest benchmarks.
- To bridge the existing gap between industry expectations and academic preparation, it is essential to introduce value-added courses, structured skill-development programmes, and online guest lectures delivered by industry professionals. These initiatives will help students gain practical insights and stay updated with current trends.
- Establishing Memorandums of Understanding (MOUs) with reputed industries and fostering collaborative R&D partnerships will further strengthen the curriculum. Such collaborations can expose students to real-world challenges, promote innovation, and enhance their employability.
- Students should be motivated to pursue various online certification courses, participate in internships, and take part in on-the-job training at nearby construction sites. These experiential learning opportunities will help them gain hands-on experience, develop technical competencies, and better understand industry practices.



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DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ACTION TAKEN:

- To address the identified gap, a series of guest lectures, training sessions, and interactive discussions with alumni working in relevant industries were organised. These initiatives provided students with practical insights and current industry perspectives.
- A significant number of students participated in internships, enabling them to gain hands-on experience, enhance their technical skills, and better understand real-time industry practices.
- During this academic year, workshops and Value-Added Courses (VACs) focusing on software-based modelling and project development were actively promoted and conducted. These programmes helped strengthen students' competencies in advanced tools and applications used in the civil engineering field.


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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

Form III

EXIT SURVEY ANALYSIS

Batch: 2021-2025

Parameters	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Fundamental engineering analysis skill	40%	38%	20%	2%	0%
Information retrieval skill	40%	36%	21%	3%	0%
Creative skills	32%	35%	30%	3%	0%
Team work	35%	34%	28%	3%	0%
Engineering problem solving Skills	42%	38%	20%	0%	0%
Professional integrity	32%	38%	30%	0%	0%
Communication skill	45%	30%	25%	0%	0%
Continuing education Awareness	40%	30%	25%	2%	0%
Social awareness	30%	38%	30%	2%	0%
Professional development	45%	30%	25%	0%	0%

Exit Survey Analysis reveals that the graduates were highly satisfied with

- Curriculum
- Teaching learning environment
- Skill Enhancement Programme
- Assessment processes
- Faculty Members
- Availability of study materials (Hard copy and soft copy)

It also suggest that department

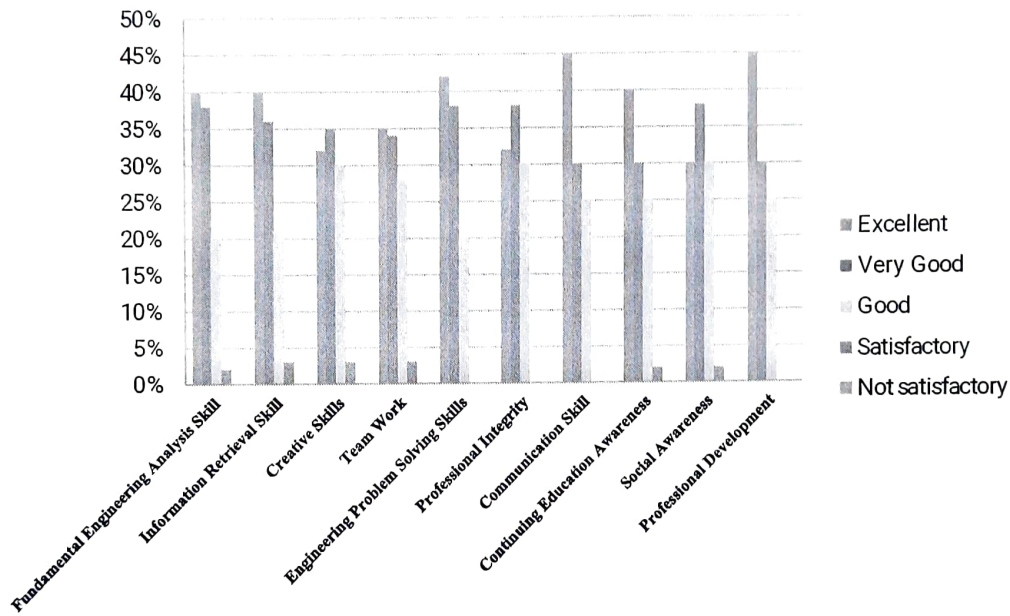
- Need skills to be an entrepreneur
- Need guidance for cracking government competitive examinations
- Need more industry interaction for enhancing the retrieval skills



DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

EXIT SURVEY ANALYSIS

Academic Year 2024-2025



ACTION TAKEN:

- Future students were scheduled to attend Guest Lectures from Industry Specialists.
- There was a discourse between alumni and current students.
- National/International competitions Alumni were assigned as Mentor to help.
- Programs on entrepreneurship were offered to the interested pupils.
- Future students were scheduled to attend Workshops from Industry Specialists.
- Défense/Civil Service interested students were exposed to competitive exam-cracking techniques.

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 ACADEMIC YEAR: 2024-2025

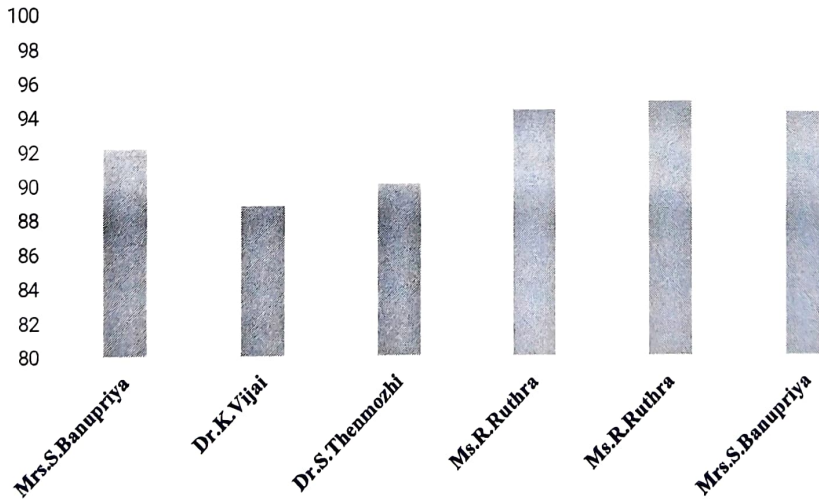
Form IV

CONSOLIDATED REPORT ON STUDENTS FEEDBACK ON TEACHERS

III YEAR (ODD SEM)

SUB CODE	SUB NAME	FACULTY NAME	FEED BACK PERCENTAGE
CE1002	Geographic Information System	Mrs.S.Banupriya	92.15
CE1501	Structural Analysis II	Dr.K.Vijai	88.8
CE1502	Geotechnical Engineering – II	Dr.S.Thenmozhi	90.12
CE1503	Railways, Airports and Harbour Engineering	Ms.R.Ruthra	94.42
CE1504	Wastewater Engineering	Ms.R.Ruthra	94.3
CE1505	Design of Reinforced Concrete Elements	Mrs.S.Banupriya	94.9

ACADEMIC YEAR-2024-2024 (V SEM)



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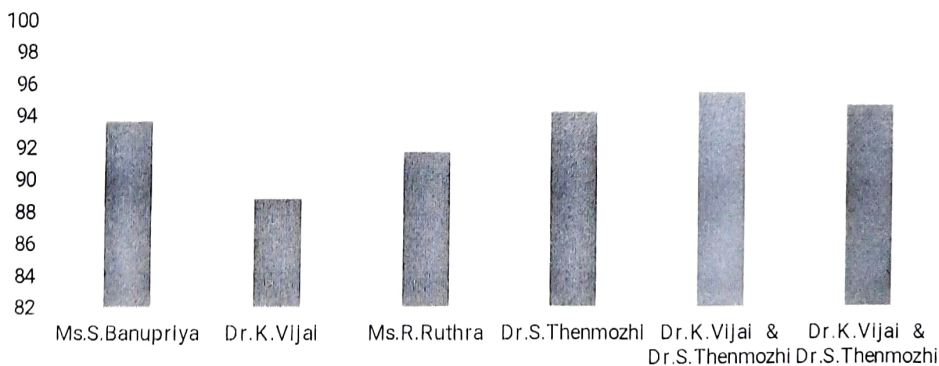
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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025
 CONSOLIDATED REPORT ON STUDENTS FEEDBACK ON TEACHERS
 IV YEAR (ODD SEM)

SUB CODE	SUB NAME	FACULTY NAME	FEED BACK PERCENTAGE
CE1701	Estimation, Costing & Valuation Engineering	Ms.S.Banupriya	93.68
CE1702	Structural Design and Drawing (Theory)	Dr.K.Vijai	88.8
CE1014	Intergated Water Resources Engineering	Ms.R.Ruthra	91.72
CE1020	Maintenance, Repair and Rehabilitation of Structures	Dr.S.Thenmozhi	94.32
CE1702	Structural Design and Drawing (Practical)	Dr.K.Vijai & Dr.S.Thenmozhi	95.6
CE1708	Design Project	Dr.K.Vijai & Dr.S.Thenmozhi	94.8

ACADEMIC YEAR-2024-2-25 (VII SEM)



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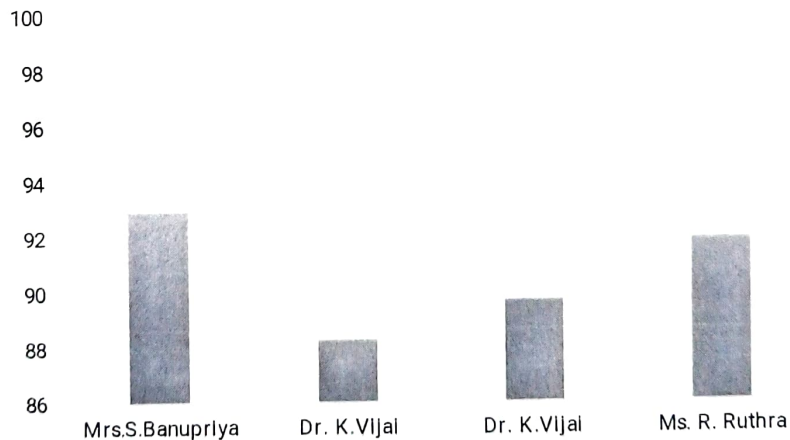


DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

CONSOLIDATED REPORT ON STUDENTS FEEDBACK ON TEACHERS
 III YEAR (EVEN SEM)

SUB CODE	SUB NAME	FACULTY NAME	FEED BACK PERCENTAGE
CE1601	Irrigation Engineering	Mrs.S.Banupriya	92.92
CE1602	Construction Management	Dr. K.Vijai	88.25
CE1603	Design of Steel Structures	Dr. K.Vijai	89.67
CE1010	Traffic Engineering and Management	Ms. R. Ruthra	91.88

ACADEMIC YEAR-2024-2-25 (VI SEM)



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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

CONSOLIDATED REPORT ON STUDENTS FEEDBACK ON TEACHERS
 IV YEAR (EVEN SEM)

SUB CODE	SUB NAME	FACULTY NAME	FEED BACK PERCENTAGE
CE1027	Ground Improvement Techniques	Mrs.S.Banupriya	94.5
CE1031	Coastal Zone Management	Ms. R. Ruthra	95.4

ACADEMIC YEAR-2024-2025 (VIII SEM)

100
98
96
94
92
90
88
86
84
82
80



Mrs.S.Banupriya



Ms. R. Ruthra

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DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ANALYSIS

The improvement in staff quality has been notably influenced by student feedback, particularly in the areas of preparedness, punctuality, subject expertise, classroom engagement, and the clarity of notes provided. Overall, most faculty members have successfully met student expectations and demonstrated commendable performance. However, feedback indicates that a few subjects require additional focus, with students expressing the need for clearer explanations, especially during online classes. This highlights the importance of strengthening digital teaching methods and ensuring consistency in academic delivery across all subjects.

ACTION TAKEN

- Faculty members were encouraged to build upon their strengths and address their areas for improvement based on individualized feedback shared by the Head of the Department. Constructive suggestions were provided to help them refine their teaching practices.
- Teachers were motivated to offer additional guidance and mentorship to academically weaker students before assessments, ensuring personalised support and improved learning outcomes.
- Staff members were instructed to make effective use of interactive online platforms during virtual sessions, incorporating digital tools and assigning practice exercises similar to those discussed in class to improve comprehension and student engagement.
- Faculty were encouraged to participate in ATAL Faculty Development Programmes, webinars, online workshops, STTPs, conferences, and research publications to continuously upgrade their knowledge base and enhance their expertise in their respective specialisations.

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DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

Form V

ANALYSIS ON CLASS MONITORING COMMITTEE FEEDBACK

S.No:	Description	III YEAR	
		ODD SEM	EVEN SEM
1.	Industrial Visit	100%	100%
2.	Assignments	100%	100%
3.	Guest Lectures	100%	100%
4.	Year Incharge	100%	100%
5.	Dept Library/Library	100%	100%
6.	Books Supplied	100%	100%
7.	Lab/Workshop	100%	100%
8.	Staff	100%	100%

ANALYSIS ON CLASS MONITORING COMMITTEE FEEDBACK

S.No:	Description	IV YEAR	
		ODD SEM	EVEN SEM
1.	Industrial Visit	100%	0%
2.	Assignments	100%	100%
3.	Guest Lectures	100%	0%
4.	Year Incharge	100%	100%
5.	Dept Library/Library	100%	100%
6.	Books Supplied	100%	100%
7.	Lab/Workshop	100%	100%
8.	Staff	100%	100%



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DEPARTMENT OF CIVIL ENGINEERING

ACADEMIC YEAR: 2024-2025

ANALYSIS

The Class Monitoring Committee (CMC) plays a crucial role in overseeing various academic and administrative aspects, including Industrial Visits, Assignments, Guest Lectures, Year In-charge activities, Department Library/Library access, distribution of books, laboratory/workshop conditions, staff performance, and general student concerns. The committee convenes once every semester to collect feedback from the entire class and evaluate any issues that may have emerged. During the current academic year, the CMC meeting was conducted as scheduled, and only minimal concerns were reported, indicating overall satisfaction with the department's functioning and available resources.

ACTION TAKEN

The committee verbally collected any complaints, queries regarding available resources, and requests for additional support from students. These concerns were documented and promptly forwarded to the respective Heads of Departments and class counsellors for appropriate action and timely resolution.

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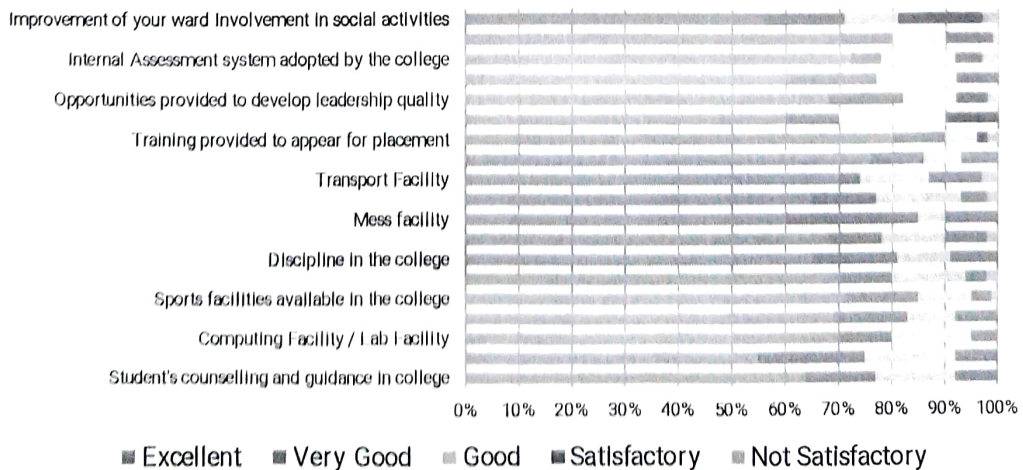
DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

Form VI

FEEDBACK FROM PARENTS

S.No.	Particulars	Grading				
		5	4	3	2	1
1.	Student's counseling and guidance in college	64%	13%	15%	8%	0%
2.	Departmental Academic Co-operation	55%	20%	17%	8%	0%
3.	Computing Facility / Lab Facility	70%	10%	15%	5%	0%
4.	Departmental Extra/Co-curricular activities	69%	14%	9%	8%	0%
5.	Sports facilities available in the college	71%	14%	10%	4%	1%
6.	Library/ Reading facility available	70%	10%	14%	4%	2%
7.	Discipline in the college	65%	16%	10%	9%	0%
8.	Facilities available in administrative office	68%	10%	12%	8%	2%
9.	Mess facility	60%	25%	5%	10%	0%
10.	Common facility	65%	12%	16%	5%	2%
11.	Transport Facility	70%	4%	13%	10%	3%
12.	Industrial exposure given by the department	76%	10%	7%	7%	0%
13.	Training provided to appear for placement	80%	10%	6%	2%	2%
14.	Guidance provided for higher studies	60%	10%	20%	10%	0%
15.	Opportunities provided to develop leadership quality	68%	14%	10%	6%	2%
16.	Intimation of periodical progress of your ward (SMS / Portal)	60%	17%	15%	8%	0%
17.	Internal Assessment system adopted by the college	72%	6%	14%	5%	3%
18.	College/Department Interaction with Industries	70%	10%	10%	9%	1%
19.	Improvement of your ward Involvement in social activities	56%	15%	10%	16%	3%

Academic Year 2024-2025





DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

FEEDBACK REPORT

Feedback collected from parents was thoroughly analyzed to evaluate their level of satisfaction regarding their wards' academic progress and the overall functioning of the college. Parents expressed high satisfaction with the institution's infrastructure, including well-equipped laboratories, reliable transport services, comfortable hostel accommodations, and quality food facilities. They also acknowledged that students held a positive opinion of the faculty and their teaching methods. At the same time, parents suggested that additional focus should be placed on strengthening leadership development, providing enhanced industrial exposure, improving communication skills, and promoting participation in sports and socially responsible activities.

ACTION TAKEN

- The curriculum is being updated to incorporate current industry trends, ensuring that students acquire relevant knowledge and stay aligned with evolving professional requirements.
- Parents appreciated the encouragement given to students to undergo in-plant training, as it significantly improved their practical skills and industry readiness.
- Transport concerns raised by parents were immediately addressed by communicating the issues to the Bus-in-charge, resulting in timely corrective measures.
- Industrial visits and guest lectures were organized more frequently, helping students gain exposure to contemporary industry practices and stay updated with the latest developments in their field.


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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

Form VII

STAKEHOLDERS FEEDBACK REPORT ON INSTITUTIONAL PRACTICES

Stakeholders	Feedback	Action taken by the institute
Students	Students needed to take part in co-curricular and extracurricular events set up by other colleges and industries to build their resumes and gain exposure. Students asked for software training on QGIS, BIM-Revit, Total Station, Drone Technology and Tekla Structures	Using the department notice board and WhatsApp groups, the students were made aware of the symposiums, conferences, and events taking place at the national and international levels. The institution provided funding for OD as well as travel and meal expenses. VAC was conducted on Staad Pro.
Staff	Writing and listening skills were reduced among the students	Revision classes and tests was conducted before the University examination to drive the writing skills in students.
Parents	Parents were concerned about core placements	More than 5 core companies came for campus recruitment and nearly 42 students got placed.
Alumni	Students should undergo more number of training course on entrepreneurship	Alumni Guest lectures on entrepreneurship and start-ups were conducted
Employer	Students should be competent with core knowledge and software tools such as BIM.	Mock technical interviews for placement support have been conducted and students had undergone Udemy, NPTEL & SPOKEN TUTORIAL BY IIT BOMBAY, InforMea, ISRO Courses and Course era courses

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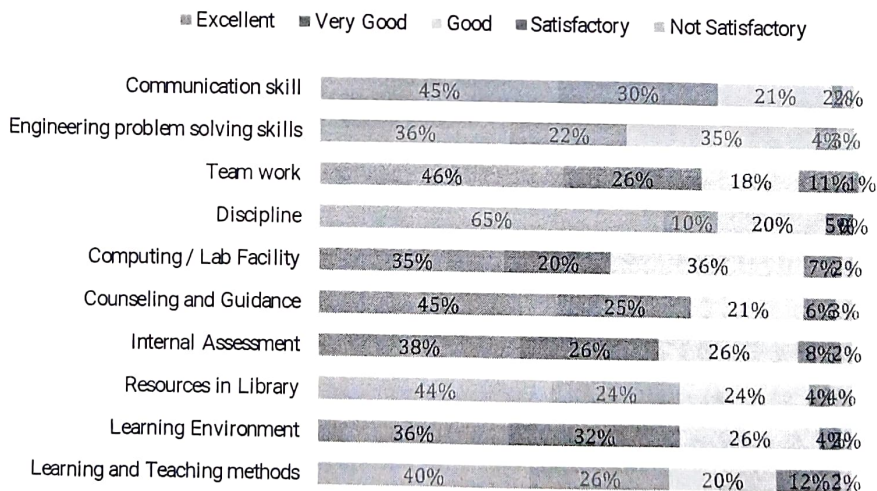
DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

Form VIII

STAKEHOLDERS EVALUATION REPORT ON INSTITUTIONAL PRACTICES

	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
Learning and Teaching methods	40%	26%	20%	12%	2%
Learning Environment	36%	32%	26%	4%	2%
Resources in Library	44%	24%	24%	4%	4%
Internal Assessment	38%	26%	26%	8%	2%
Counseling and Guidance	45%	25%	21%	6%	3%
Computing / Lab Facility	35%	20%	36%	7%	2%
Discipline	65%	10%	20%	5%	0%
Team work	46%	26%	18%	11%	1%
Engineering problem solving skills	36%	22%	35%	4%	3%
Communication skill	45%	30%	21%	2%	2%

Academic Year 2024-2025



FEEDBACK REPORT

Majority of the Stakeholders are highly satisfied with the teaching methodology, learning environment especially the usage of smart classrooms, discipline, resources, placements, assessments, counselling and guidance given.

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DEPARTMENT OF CIVIL ENGINEERING
 ACADEMIC YEAR: 2024-2025

Form IX

ALUMNI FEEDBACK ANALYSIS REPORT

S. No	Details	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
1.	Basic Sciences and Engineering fundamentals	40%	26%	28%	6%	0%
2.	Usage of modern techniques in civil design and practice	45%	26%	15%	11%	3%
3.	Project management commercialization & social applications	31%	25%	21%	23%	0%
4.	Professional code and ethical practices	38%	22%	32%	8%	0%
5.	Communication skills and team work	45%	24%	28%	0%	3%
6.	Effective placement enhancement program	56%	32%	5%	5%	2%
7.	Effective higher studies guidance	48%	20%	20%	10%	2%
8.	Ability to meet current industry & research needs	20%	25%	26%	24%	5%

Academic Year 2024-2025





DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

ALUMNI FEEDBACK ANALYSIS REPORT

A total of ten alumni provided feedback for the academic year 2024–2025. According to the institution, alumni associations play a vital role in offering valuable insights and strengthening networking opportunities between graduates and the college.

The responses indicate that the majority of alumni are highly satisfied with the institution's academic environment, infrastructure, and support systems. Most of the attributes assessed received Excellent and Very Good ratings, demonstrating strong overall performance.

However, feedback also highlighted certain areas requiring improvement. A few alumni expressed lower levels of satisfaction with components such as project management and commercialization, industrial preparedness, and the application of knowledge in real-world social contexts. These observations point to the need for enhanced practical exposure and industry-aligned skill development.

ACTION PROPOSED

- Inviting industry experts to deliver guest lectures on relevant and emerging themes to provide students with practical insights and updated industry knowledge.
- Introducing specialised placement opportunities within core industries, supported by focused training programmes to improve students' technical and professional readiness.
- Strengthening industry collaborations through effective MoUs and organizing workshops in partnership with organizations to enhance experiential learning.
- Offering value-added programmes, especially training in advanced and cutting-edge software tools, to equip students with skills demanded by modern industries.

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DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

Form X

EMPLOYER FEEDBACK ANALYSIS REPORT

S. No	Details	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
1.	General communication skills	49%	35%	10%	6%	0%
2.	Developing practical solutions to work place problems	50%	25%	25%	0%	0%
3.	Working as part of a team	60%	30%	10%	0%	0%
4.	Creative in response to workplace challenges	35%	60%	5%	0%	0%
5.	Their planning and organization skills	30%	55%	15%	0%	0%
6.	Self-motivated and taking on appropriate level of responsibility	48%	52%	0%	0%	0%
7.	Open to new ideas and learning new techniques	35%	32%	33%	0%	0%
8.	Using technology and workplace equipment	36%	44%	20%	0%	0%
9.	Ability to contribute to the goal of the organization	35%	65%	0%	0%	0%
10.	Technical knowledge/skill	35%	65%	0%	0%	0%
11.	Ability to manage/leadership qualities	35%	30%	33%	0%	0%
12.	Innovativeness, creativity	55%	42%	3%	0%	0%
13.	Relationship with seniors / peers / subordinates	52%	38%	10%	0%	0%
14.	Involvement in social activities	35%	26%	39%	0%	0%
15.	Ability to take up extra responsibility	45%	40%	15%	0%	0%
16.	Obligation to work beyond schedule if required	15%	55%	30%	0%	0%
17.	Overall satisfaction with St.Joseph's students and the curriculum	45%	50%	5%	0%	0%

Employers Feedback Analysis-2024-2025





DEPARTMENT OF CIVIL ENGINEERING
ACADEMIC YEAR: 2024-2025

EMPLOYER FEEDBACK ANALYSIS REPORT

FEEDBACK

- Students need improvement in communication and collaboration skills, which are essential for effective teamwork and professional interaction.
- Participation in social and community-based activities is relatively low, indicating the need for greater student engagement beyond academics.
- Workplace-relevant practical problem-solving abilities require further development, suggesting the importance of more applied learning opportunities.
- Along with core subject knowledge, students require additional training in programming skills to meet current industry demands and enhance employability.

ACTION PROPOSED

- Encourage participation in extracurricular, co-curricular, and technical activities—both within and outside the campus—to strengthen teamwork, communication, and collaborative learning among students.
- Introduce and expand Value-Added Courses (VACs) and industrial visits to help students develop industry-ready skills and gain real-world exposure.
- Provide placement-oriented programming training to enhance students' technical competency and prepare them for software- and industry-related recruitment processes.
- Promote internship-based projects through collaboration with various industries, enabling students to gain hands-on experience, learn practical problem-solving, and share project responsibilities in real-time environments.