

Dr. B. C. Roy Engineering College

Department of Civil Engineering

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Date: 05.08.2025

A Special DAC meeting took place on 4th August, 2025 at 10:30 AM at the Third Floor Smart Classroom to discuss in details and finalize the Action Taken Report based upon Course Feedback Survey (Even Semester), Feedback on Facilities (Even Semester) and Programme End Feedback (Exit Survey), Semester End Feedback Survey and Feedback on Student Satisfaction Survey taken for the Academic Year 2024-25.

Following are the major points of the Action Taken Report:

Action Taken Report based upon Course Feedback Survey for Even Sem AY 2024-25.

The Course Feedback Survey for the 4th, 6th and 8th semester students has been taken. Around 116 students have participated in the Course End Feedback. Students were asked about the extent to which, students informed about course relevance and outcomes, syllabus coverage, teaching approach, interactivity of classroom and lab sessions, fairness of internal evaluations, and the regularity of performance discussions in Continuous and Practical Continuous Assessments. The survey also explored how effectively teachers explained concepts using examples, recognized students' strengths, provided suitable challenges, and supported areas of weakness. It further examined the use of ICT tools in teaching, the application of course knowledge to real-life situations, and overall perceptions of the teaching-learning process.

The feedback data reveals several key trends across various courses in the Civil Engineering program. Overall, students expressed high satisfaction with the teaching quality, syllabus coverage, and the application of course knowledge. For instance, 71.88% of students strongly agreed with the fairness of the internal evaluation process, while 65.62% reported that syllabus coverage was between 85-100%. The use of ICT tools in teaching was also well-received, with 65.62% of students indicating that ICT tools were used 'every time'. Additionally, 62.5% of students strongly agreed that course knowledge could be applied to real-life problems, highlighting the practical relevance of the curriculum. The student feedback indicates a generally positive perception of the teaching-learning process, with 56.25% rating the teaching approach as excellent and 68.75% confirming near-complete

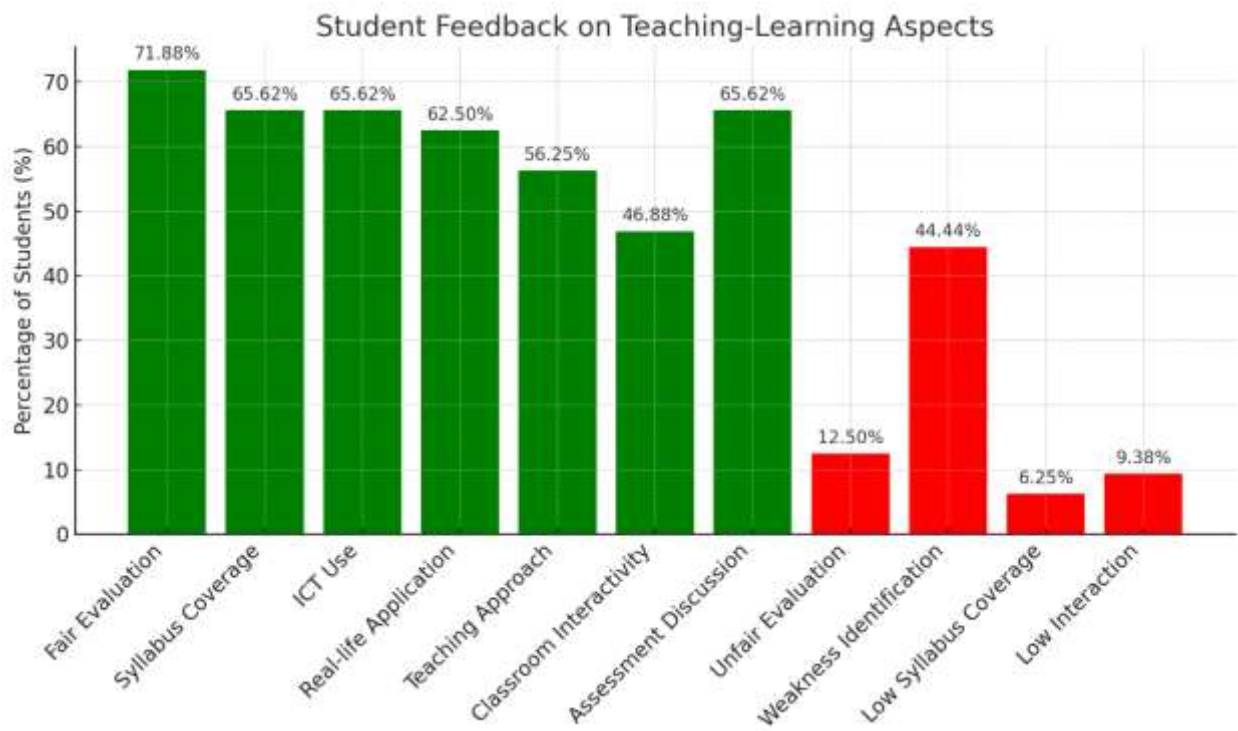


syllabus coverage. Classroom and lab sessions were considered interactive by 46.88% of students, and ICT tools were used regularly, as noted by 65.62%. Similarly, 65.62% reported consistent discussions about assessment performance. However, areas needing improvement include fairness in internal evaluations, where 12.5% perceived occasional unfairness, and the identification of student weaknesses, which was consistently addressed for only 44.44% of students. Additionally, a small portion (6.25%) felt syllabus coverage was inadequate, and 9.38% found classroom interaction only occasionally effective, suggesting a need for greater engagement and consistency.

The following action has been taken as a response to the Feedback :

1. Teachers will continue to emphasize course relevance and outcomes in each session, maintain appropriate teaching pace for full syllabus coverage, and provide additional support to students as needed. Diverse examples will be integrated, with regular feedback collection to improve effectiveness.
2. Teaching practices will be continuously refined based on student input. To enhance classroom engagement, more group activities, discussions, and interactive methods will be incorporated.
3. Evaluation criteria will be further clarified to ensure fairness and transparency. Regular assessment reviews and detailed feedback will be made a standard practice to support student understanding and improvement.
4. Student strengths will be recognized through peer learning and mentorship programs. Additional one-on-one sessions and remedial classes will be arranged, along with structured feedback sessions to better identify and address individual weaknesses.
5. ICT integration will be expanded by incorporating tools like simulations, virtual labs, and collaborative platforms. Practical exposure through industry visits, guest lectures, and real-world examples will be increased to strengthen application-based learning.





Action Taken Report based upon Feedback on Facilities for Even Sem AY 2024-25.

Feedback on various academic and residential facilities was collected from 8th, 6th, and 4th-semester students of the Civil Engineering Department during the Even Semester 2024-25. 116 students (47 from 8th semester, 39 from 6th semester, and 30 from 4th semester) submitted the feedback online via the college portal. Students rated the facilities on a 4-point scale: Excellent, Very Good, Good, and Poor.

The survey revealed that laboratory and classroom facilities were highly rated, with over 80% student satisfaction. While library and water facilities also received positive feedback (>79%), there remains room for improvement. In contrast, hostel and canteen facilities scored the lowest (69.3% and 69.0%, respectively), with some "Poor" ratings highlighting discomfort or inconvenience. Internet facilities showed inconsistency, receiving 10 "Poor" ratings. Meanwhile, sports facilities and cleanliness garnered moderate satisfaction, though some dissatisfaction was noted, particularly among junior semester students. Overall, while certain amenities perform well, others—especially hostel, canteen, and internet services—requires attention.

Suggestions Identified from Feedback:

1. Hostel and canteen facilities require further improvements in terms of hygiene, quality, and availability.



2. Internet connectivity and speed need enhancement for both academic and recreational purposes.
3. Students request more diverse and accessible sports facilities.
4. Cleanliness in shared spaces such as hostels, canteen, and washrooms needs better maintenance.
5. A few instances of dissatisfaction with classroom infrastructure (noted in 6th and 4th semesters) need attention.

The following are the major points of the Action Taken Report:

Students were assured that their concerns regarding hostel, cleanliness, and canteen facilities would be addressed appropriately. Hostel and canteen facilities, need to undergo audits for food quality, hygiene, and maintenance. Campus-wide Wi-Fi speed should be monitored to identify the high-traffic zones, where bandwidth upgrades are required. Variety in indoor and outdoor sports facilities needs to be enhanced upto the students expectation. These issues, will be taken up for prompt resolution and necessary improvements. The feedback will be formally communicated to the authorities for further action through the Hostel Council.

Action Taken Report based on Program End Feedback (Exit Survey) for 2025 Passout Batch

Based on the "Program End Survey" with 53 participating students, the results indicate a high level of satisfaction and perceived skill development among the graduates of the CE Department for the academic year 2024-25. The survey reveals that a combined 99% of students either strongly agree (58.49%) or agree (41.51%) that they have developed the ability to apply engineering knowledge to solve complex problems. Similarly, the ability to identify, formulate, and analyze complex engineering problems was affirmed by 94.34% of the students, with 50.94% strongly agreeing and 43.4% agreeing.

Furthermore, students expressed a strong sense of preparedness in designing solutions with societal and environmental considerations, with 94.34% of responses being "Strongly Agree" or "Agree." A total of 98.11% of students (62.26% strongly agreeing, 35.85% agreeing) also feel they can apply research-based knowledge and methods to reach valid conclusions. The use of modern engineering and IT tools is also a strong point, with 98.11% of students confirming their ability to apply them effectively. The report also highlights that 98.12% of students are confident in their ability to communicate effectively, and a combined 96.22% feel prepared for lifelong learning. These figures collectively paint a very positive picture of the program's success in achieving its stated learning outcomes.

In view of identifying the gap in the achievement of the Programme Outcome as per the requirement of various stakeholders, the feedback was taken from the 4th year pass-out batch.

Following are the major points of the Action Taken Report:



1. The survey highlighted a high level of confidence, with a combined 99% of students agreeing or strongly agreeing on their ability to apply core engineering knowledge. Action has been taken to sustain this by integrating more problem-based learning into the curriculum to reinforce foundational concepts.
2. With 94.34% of students affirming their ability to identify and analyze complex problems, the department has incorporated advanced case studies and capstone projects to further hone these critical-thinking and analytical skills.
3. The positive feedback from 94.34% of students regarding their ability to design solutions with social, health, and environmental considerations has been noted. The curriculum has been updated to include mandatory modules on sustainable development and ethical engineering practices to build upon this strength.
4. Given that 98.11% of students expressed confidence in their research and data interpretation skills, the college has taken steps to expand opportunities for student research, including undergraduate research projects and participation in national conferences.
5. The survey affirmed that 98.11% of students are proficient in using modern engineering and IT tools. To maintain this, the department has already invested in updating laboratory equipment and software to ensure students are trained on the latest industry-relevant technologies.
6. With 98.12% of students acknowledging their ability to apply ethical principles and assess legal issues, the department has formalized an ethics curriculum and invited industry experts to conduct seminars on professional responsibilities.
7. The finding that 94.34% of students can function effectively in teams has led to an increase in group projects and multidisciplinary assignments. These actions have been taken to provide students with more opportunities to develop and demonstrate leadership skills in collaborative environments.
8. With 98.12% of students reporting effective communication skills, the department has incorporated mandatory technical presentation and report-writing workshops to ensure graduates are well-prepared for professional communication.
9. The positive response from 96.22% of students on their preparedness for lifelong learning has been a key takeaway. In response, the college has established a robust alumni mentorship program and career counselling services to support graduates in their continuous professional development.
10. The survey revealed that 96.22% of students feel they can apply engineering and management principles. Action has been taken to offer specialized workshops on project management tools and methodologies to further enhance these practical skills.
11. Faculty Development Programmes and faculty and staff training sessions have been conducted and more such programmes are planned in future for improvement of learning atmosphere.
12. Placement and guidance cell has been strengthened. Test Based Training (TBT) sessions for meritorious students and general training sessions for all the students are arranged on weekly basis to train the students for any kind of campus drive and job interview. Also more placement opportunities are being provided to the students in core and software sectors.



Action Taken Report based upon Semester End Feedback Survey for the Even Sem AY 2024-25

The Semester End Feedback Survey for the 4th, 6th and 8th semester students has been taken. Around 116 students have participated in the Semester End Feedback.

Combining the feedback from the 4th, 6th, and 8th semesters reveals a consistently positive student experience. Across all three semesters, a high percentage of students reported that syllabus coverage was 70% or more (92.5%, 95.8%, and 95.3% respectively). Similarly, teacher preparation was consistently rated as "thorough" or "satisfactory" by a vast majority of students (over 99% in each semester). The use of ICT tools by teachers was also widely observed, with over 90% of students in all three semesters stating it occurred "every time" or "usually." Finally, the fairness of internal evaluations received excellent ratings, with over 87% of students across all semesters rating it as "Excellent" or "Very Good." These figures collectively demonstrate a strong and positive academic environment as perceived by the students.

The following action has been taken as a response to the feedback:

1. Based on feedback indicating that over 90% of students are satisfied with the extent of syllabus coverage and teacher preparedness, the institution has implemented a policy to maintain these high standards. This includes regular curriculum reviews and continued support for faculty professional development.
2. Feedback from students highlighted the positive impact of teacher communication and mentoring. In response, action has been taken to formalize mentor-mentee interaction programs, ensuring that mentors consistently engage with students to identify their strengths and help them overcome weaknesses, as reflected in the positive survey results.
3. Given the positive reception to student-centric methods, a new initiative has been launched to further integrate experiential and participative learning methodologies. Teachers are now encouraged to consistently use real-world examples and problem-solving techniques to enhance students' learning experiences, building on the already strong foundation noted in the surveys.
4. The survey results confirmed that teachers are effectively using ICT tools, with over 90% of students reporting frequent usage. The department has taken action to build on this success by providing advanced training on emerging educational technologies to further enhance classroom instruction and student engagement.
5. Based on the positive feedback regarding extracurricular and co-curricular activities, the college has increased funding and resources for these programs. This action has been taken to



ensure that students continue to have ample opportunities for holistic development, including internships, workshops, and seminars that build soft skills and employability.

6. The positive student feedback on the fairness of the internal evaluation process has been a key takeaway. In response, action has been taken to reaffirm and strengthen the existing transparent evaluation policies. The department will continue to ensure that all faculty members adhere to a fair and consistent evaluation system, and that students' performance in internal assessments and labs is discussed with them regularly.

Action Taken Report based on Student Satisfaction Survey for the AY 2024-25

The Student Satisfaction Survey, with 124 participants, provides a comprehensive overview of the student experience at Dr. B.C. Roy Engineering College. The results highlight a high level of satisfaction across various academic and infrastructural aspects. For instance, a combined 83.87% of students believe that the syllabus was covered to an extent of 70% or more, while 88.71% rated teacher preparation as "thorough" or "satisfactory". Communication by teachers was also rated highly, with 86.29% of students finding it "always effective" or "sometimes effective." The fairness of the internal evaluation process was also affirmed by a significant 81.45% of students who rated it as "always fair" or "usually fair."

Furthermore, the institute's efforts in providing opportunities for internships, field visits, and extracurricular activities were highly regarded, with a total of 84.68% of students reporting that these occur "regularly" or "often." The overall teaching and mentoring process was also seen as a facilitator of growth by 81.45% of students. A combined 84.61% of students also believed that the college provides multiple opportunities to learn and grow. These figures demonstrate a very positive and supportive learning environment.

The following action has been taken as a response to the Student Satisfaction Survey:

1. In response to feedback where 83.87% of students noted that the syllabus was covered to an extent of 70% or more, action has been taken to implement a new curriculum monitoring system. This ensures that all faculty consistently adhere to the planned syllabus coverage timeline.
2. With 88.71% of students rating teacher preparation as "thorough" or "satisfactory," the college has initiated a series of faculty development programs focused on enhancing pedagogical skills and keeping them updated with the latest industry trends.
3. Given that 86.29% of students found teacher communication to be effective, the college has taken steps to further strengthen this by conducting workshops on advanced communication techniques, interactive teaching methodologies, and feedback mechanisms for faculty.

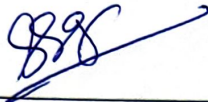


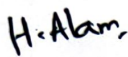




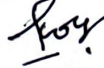
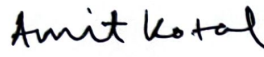

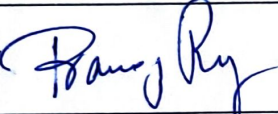





4. The positive feedback from 81.45% of students on the fairness of the internal evaluation process has led to a review and reinforcement of our evaluation policies. New guidelines have been disseminated to all faculty to ensure consistent and transparent assessment across all courses.
5. Based on the 84.68% of students who reported regular or frequent opportunities for internships and field visits, the college has forged new partnerships with industry leaders and expanded the scope of field trips to offer more diverse and hands-on experiences.
6. The survey's positive response to opportunities for extracurricular activities has been acknowledged. In response, action has been taken to increase funding and resources for student clubs, allowing them to host more events, competitions, and activities that cater to a wider range of interests.
7. Noting that 81.45% of students feel the teaching and mentoring process facilitates their growth, the college has implemented a new formal mentorship program. Each student is now assigned a faculty mentor to provide personalized academic and career guidance throughout their course.
8. With 84.61% of students believing the college provides multiple opportunities for learning, new initiatives such as cross-departmental projects, student-led seminars, and partnerships with online learning platforms have been launched to create even more avenues for intellectual growth.
9. Based on qualitative feedback, an ongoing project has been initiated to upgrade classroom technology, laboratory equipment, and common spaces. Action has been taken to ensure the physical learning environment is modern and conducive to both traditional and digital learning methods.
10. To address student feedback on overall satisfaction, the college has established a new student support cell. This cell is dedicated to promptly addressing academic queries, providing counselling services, and acting as a single point of contact for all student welfare issues.



Signature of the members present in the DAC meeting

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Sl. No.	Signature of the Faculty/TA	Sl. No.	Signature of the Faculty/TA
1.	Dr. Sanjay Sengupta 	11.	Koyndrik Bhattacharjee 
2.	Dr. Arijit Kr. Banerji	12.	Surajit Sen 
3.	Md. Hamjala Alam 	13.	Ajitesh Bhattacharjee 
4.	Dr. Shovan Roy 	14.	Anindita Sengupta 
5.	Chanchal Das 	15.	Aditya Prasad Roy 
6.	Amit Kotal 	16.	Barnali Das 
7.	Pranoy Roy 		
8.	Anupam Kr. Biswas 		
9.	Dr. Sayantan Dutta 		
10.	Dr. Soumyadip Das 		

Copy to:-

1. Principal, Dr. B. C. Roy Engineering College Durgapur

