DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR

MECHANICAL ENGINEERING DEPARTMENT

NOTICE

04/08/2025

Dear All ME Faculty,

HOD (ME) has called the 121th DAC meeting on 5th Aug, 2025 at 5:00 PM in the Departmental Library. Agenda of the meeting is given below.

Agenda:

1. Feedback analysis & Action taken Report.
2. Status of UG/PG project
3. Present Odd semester course completion status including internship.
4. Course structure of new syllabus
5. Academic Audit AY 2024-25.
7. Others, if any, with the permission of the Chairperson of the house

Thanking you,

Dr. Subrata Samanta
Associate Professor
(DAC Convener)
ME Department
BCREC

DR B. C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

Date: 06.08.2025

Minutes of the 121th Departmental Academic Committee (DAC) Meeting (ME) held at the Departmental Library of Mechanical Engineering Department on Thursday, 05th Aug 2025 at 05:00 P.M.

Faculty members present:
1) Prof. (Dr.) Chandan Chattoraj 2) Prof. (Dr.) Kanchan Chatterjee 3) Prof(Dr) Subrata Samanta 4) Prof(Dr) Arijit Banerjee 5) Prof.(Dr) Manoj Kundu 6) Prof(Dr) Subhas Chandra Moi 7) Prof. Suman Karmakar 8) Prof Dr Rupali 9) Prof.(Dr.)Rajeev Ranjan 10) Prof. Siddhartha Bhowmick 11). Prof.Rakesh Biswas 12) Prof Chitta Sahana 13) Prof Dr Pabitra Mondal 14) Prof. Subhajit Bhattacharya. 15). Prof Koushik Chatterjee

Agenda:

1. Feedback analysis & Action taken Report.
2. Status of UG/PG project
3. Present Odd sem course completion status including internship.
4. Academic Audit AY 2023-24.
5. Others, if any, with the permission of the Chairperson of the house

Minutes of the meeting are as follows:

1. Action taken report on student's feedback is discussed and approved by the house.

2. Progress reports are scheduled to be submitted for final year UG/PG projects in the first week of September.

3. All faculties have explained about the current odd semester course coverage of each subject till date. Mentors will communicate to the students having poor attendance.

4. Most of the 5th semester students have completed their scheduled internships, remaining will complete by August end. The students who could not attend internship due to valid reasons will do project work under the guidance of concerned faculty advisors.

5. Status of Academic Audit of AY 2024-25 was discussed.

The meeting ended with vote of thanks.

Dr.Subrata Samanta
(Convener, DAC)

Dr.Chandan Chattoraj
(Chairperson, DAC)

H.O.D. / M.E.
Dr. B. C. Roy Engg. College, Durgapur

DURGAPUR-713206

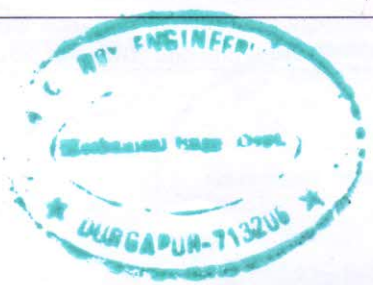
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Course End Feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	Teachers inform you about the relevance of the course to your discipline/stream and corresponding course outcomes and program outcomes.	Lesson plan is shared with the students in the beginning of each semester.
2	How much of the syllabus was covered in the class?	Special classes are arranged to cover maximum syllabus.
3	The teacher's approach to teaching can best be described as	Special attention is given to improve in depth exposure of the subjects and fundamental knowledge.
4	The classroom/lab sessions were interactive	During class hour teachers interact with students to clear their doubts.
5	Fairness of the internal evaluation process by the teacher	Internal evaluation answer papers are discussed with the students.
6	Was your performance in Continuous Assessments (CA/CIA) & Practical Continuous Assessments discussed with you?	Faculty members identify weak students and pay special attention to them in remedial class.
7	The teachers illustrate the concepts through examples and applications.	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
8	The teachers identify your strengths and encourage you with providing right level of challenges.	During regular interaction with students teachers identify their strengths and place them in suitable project groups under the guidance of faculties.
9	Teachers are able to identify your weaknesses and help you to overcome them.	Students are motivated by their mentors for their overall development.
10	Teacher used ICT tools (Projectors/Screens/Multimedia demonstration slides, Interactive online tools etc.) while teaching	Digital class room & ICT class room are regularly used for teaching.
11	The knowledge from the course can be applied to solve real life/industry specific problems/societal needs.	Students are engaged in industry related project by their project guides.
12	The overall quality of teaching-learning process of this subject is very good.	Students are advised to gather knowledge by continuous learning for sustainable development.



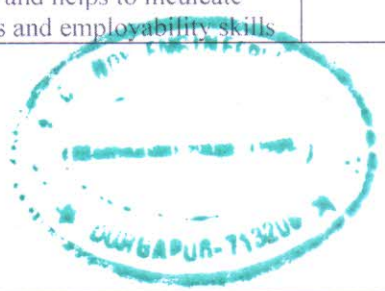
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Semester End feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	The overall syllabus coverage in the class is to an extent of	Special classes are arranged to cover maximum syllabus.
2	Teachers are prepared for the classes	Teachers are encouraged to participate in various FDPs, Conferences, Workshops, Seminars to enhance their skills.
3	Communication of the teachers in the class and outside the class is	During class hour teachers interact with students to clear their doubts. Faculty members are co-operative, helpful beyond class hours.
4	Overall learning environment in the classes and laboratories is	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
5	Fairness of the internal evaluation process by the teachers is	Continuous assessment are conducted as per the university guidelines.
6	The performance in internal evaluations and laboratory experimentation is discussed with the students	Subject teachers identify weak students and pay special attention to them in remedial class.
7	The teaching and mentoring process in the department supports the development of your cognitive, social and emotional growth.	Students are always under the guidance of mentors from first year.
8	Teachers inform students about expected competencies course outcomes, programme outcomes and overall system of outcome based education (OBE).	Lesson plan is shared with the students in the beginning of each semester.
9	Your mentor interacts with you to encourage on your strengths and counsel you to overcome your weakness by identifying them.	Regular counseling is done by mentors for their overall development.
10	The teachers illustrate the concepts through examples and applications and use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	Teachers explain different topics through examples and practical applications, often use computer aided method while teaching, also encourage students to participate and think in innovative way.
11	The institute takes active interest in promoting internship, field visit, organizes workshop/seminar/extracurricular/co-curricular activities and helps to inculcate soft skills, life skills and employability skills	Conduction of internship, Industry visit, workshop, seminar, conference are regular practice of the institute.



	for the holistic development of the students.	
12	Percentage of teachers using ICT tools such as LCD projector, multimedia etc. while teaching.	Digital class room is regularly used for teaching.

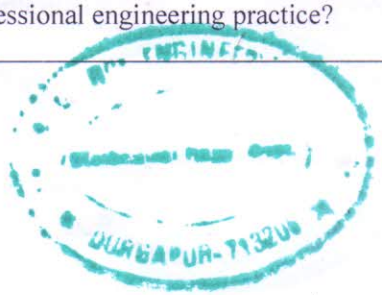
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE :06.08.2025

Action taken report for the Program End feedback
for AY 2024 -25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	Have you developed the ability to apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization for the solution of complex engineering problems?	Students are engaged in projects from first year onwards in different areas according to current needs.
2	Are you able to identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences?	Innovative projects related to the industry are taken up in the IDEA Lab where students can apply their skills.
3	Did you attain the ability of designing solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations?	Students are involved in design new systems considering social, economic, and environmental issues by following different norms.
4	Are you able to apply research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions?	Students are involved in various projects under the guidance of faculties and published papers in reputed journals.
5	Have you developed the ability to create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations?	Various workshop conducted on Python, Ansys & Creo to improve the software skill of students.
6	Can you apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice?	Lecture from entrepreneurs, management schools or spiritual leaders is arranged frequently in the institute premises for the benefit of students.



7	Are you able to understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and the need for sustainable development?	Special lecture & grooming classes are conducted in training & placement cell.
8	Do you apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice?	Students are encouraged to enroll in MOOCs courses related to ethics and principles.
9	Are you able to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings?	Necessary trainings are given by the TPO instigate their leadership quality and communication skills.
10	Can you communicate effectively on complex engineering activities with the engineering community and with the society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions?	Students are encouraged to think and provide new solutions while doing projects. They are also encouraged to participate in various conferences along with their guides.
11	Are you able to Demonstrate knowledge and understanding of the engineering and management principles and apply these to ones work, as a member and leader in a team, to manage projects and in multidisciplinary environments?	Institute is encouraging for multidisciplinary projects where students from different department can work as a team and apply their ideas.
12	Will you be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change?	Students are advised to gather knowledge by self-learning for sustainable development.

DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Satisfaction Survey feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	How much of the syllabus was covered in the class	Special classes are arranged to cover maximum syllabus.
2	How well did the teachers prepare for the classes	Teachers are encouraged to participate in various FDPs, Conferences, Workshops, Seminars to enhance their skills.
3	How well were the teachers able to communicate	During class hour teachers interact with students to clear their doubts. Faculty members are co-operative, helpful beyond class hours.
4	The Teacher's approach to teaching can best be described as	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
5	Fairness of the internal evaluation process by the teachers	Continuous assessment are conducted as per the university guidelines.
6	Was your performance in assignments discussed with you	Subject teachers identify weak students and pay special attention to them in remedial class.
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	Conduction of internship, Industry visit, workshop, seminar, conference are regular practice of the institute.
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth	Regular counseling is done by mentors and teachers.
9	The institution provides multiple opportunities to learn and grow	Teachers always encourage students to participate in various seminars, conference, project etc.
10	Teachers inform you about your expected competencies, course outcomes and programme outcomes	Lesson plan is shared with the students in the beginning of each semester.
11	Your mentor does a necessary follow-up with a assigned task to you	Students are under the guidance of their respective mentor for overall growth.
12	The teachers illustrate the concepts through examples and applications	Teachers explain different topics through examples and practical applications.

13	The teachers identify your strengths and encourage you with providing right level of challenges	During regular interaction with students teachers identify their strengths and place them in suitable project groups under the guidance of faculties.
14	Teachers are able to identify your weaknesses and help you to overcome them	After every CA weak students are identified and motivated accordingly.
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	Reviews are collected and action plan is made for quality improvement.
16	The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences	Teachers explain different topics through examples and practical applications, often use computer aided method while teaching, also encourage students to participate and think in innovative way.
17	Teachers encourage you to participate in extracurricular activities	Tech fest, cultural fest, sports are regularly organized in college.
18	Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work	Students are specially trained in TPO cell as per the industry needs. Industry persons are invited regularly so that students can interact freely with them and gain knowledge regarding the skills needed.
19	What percentage of teachers use ICT tools such as LCD projector, multimedia etc. while teaching.	Digital class room & ICT class room are regularly used for teaching.
20	The overall quality of teaching-learning process in your institute is very good	Placement record for every year is satisfactory.

12/5t DAC meeting held on 05.08.2025. at Dept Library.

Agenda -

1

Member present

Signature

(1) Dr chandan chattoraj. 5/8/2025
(2) Dr. Kanchan Chatterjee. 5/8/25
(3) Dr. Subrata Samanta. 05.08.2025
(4) Dr. Arijit Banerjee. 05.08.25
(5) Dr. Manoj Kundu. 05/08/2025
(6) Dr. Rupali. 05/8/25
(7) Dr S.C. Moi -
(8) Dr Rajeev Ranjan - 05.08.25
(9) Dr. P.K. Mandal - 05/08/25
(10) Prof Subhajit Bhattacherya
(11) Dr. Suman Karmakar - 05/08/25.
(12) Prof Chitta Sahana. 5/8/25
(13) Prof Siddhartha Bhowmick.
(14) Prof Arka Banerjee. 5/8/2025
(15) Prof Rakesh Biswas -
(16) Prof Deepak Kumar -
(17) Prof Koushik Chatterjee. 05/8/25

Gmail suman bhattacharjee <suman.bhattacharjee@bcrec.ac.in>

A departmental meeting will be held on Wednesday (30.7.2025) from 3:00 pm onwards at OBE LAB 1.

moumita pradhan <moumita.pradhan@bcrec.ac.in> Mon, Jul 28, 2025 at 11:27 AM
To: suman bhattacharjee <suman.bhattacharjee@bcrec.ac.in>, "Mr. Debojyoti Saha" <debajyoti.saha@bcrec.ac.in>, dinesh pradhan <dinesh.pradhan@bcrec.ac.in>, "Prof. Md. Keramot Hossain Mondal" <keramot.hossain@bcrec.ac.in>, "Prof. Manas Kumar Roy" <manas.roy@bcrec.ac.in>, "Prof. Priyanka Roy" <priyanka.roy@bcrec.ac.in>, "Prof. Prabal Kumar Sahu" <prabal.sahu@bcrec.ac.in>, santanu goswami <santanu.goswami@bcrec.ac.in>, ram prasad Chakraborty <durgapurblog@gmail.com>, "Mr. Basudev Chakraborty" <basudev.chakraborty@bcrec.ac.in>, moumita pradhan <moumita.pradhan@bcrec.ac.in>, sugata.ghoshdatta@bcrec.ac.in

Respected Sir/Madam,
A departmental meeting will be held on Wednesday (30.7.2025) from 3:00 pm onwards at OBE LAB 1.

The agenda of the meeting is as follows:

Agenda of the meeting

1. ATR on Student feedback.
2. Re-orientation of different committees of the IT department.
3. Finalization of syllabus from 3 rd semester to 4 th semester students under autonomy.
4. Progress of B.Tech Projects (Standing agenda).
5. Continuous maintenance of documentation for accreditation and other purposes (Standing agenda).
6. Identify the deficiencies in Graduate Attributes, weak and strong students and corresponding remedial actions (Standing agenda).
7. Any other agenda raised by committee members for discussion.

All faculty members and staff members are requested to attend the meeting.

Thanking you
Dr. Moumita Pradhan
(Convener of DAC / PAQIC)

Department of Information Technology
Dr. B. C. Roy Engineering College Durgapur

Action Taken Report

Academic Year **2024-2025**

A DAC/PAQIC meeting was convened on 30th July 2025, at 03:00 pm in IT OBE LAB-1, to deliberate on the Action Taken Report, drawing from the feedback on academics, facilities, and program end feedback for the Academic Year **2024-2025** EVEN Semester. The feedback was submitted on the college website online by 129 students of the department. Based on the aforesaid feedback of the students of the department and considering related aspects for the overall benefit of the students, the following actions were taken:

Summary of Findings

1. The Program End Survey evaluated student attainment across 12 key Course Outcomes (COs). While the majority responses indicated satisfaction ("Agree" and "Strongly Agree"), certain COs revealed **more than 6% combined disagreement**, suggesting areas for improvement.
2. Institutional Engagement (Internship, Soft Skills etc.) Moderate levels of satisfaction (~50%).

Actions Taken

Introduced dedicated modules on research methodologies, data interpretation using tools like R/Python, and experiment design frameworks.

1. Embedded case studies and capstone projects focused on real-world societal challenges and sustainable technologies.
2. Rolled out student-led magazines to encourage self-directed learning and technology awareness.
3. Introduced monthly seminars with industry experts focusing on team dynamics and stakeholder communication.
4. In addition to that the Department has initiated weekly syllabus tracking via ERP dashboards.
5. Collaborated with Training & Placement Cell to host **internship orientation sessions** and **soft skill modules**.

Through these targeted actions—spanning curriculum updates, pedagogy, skills workshops, and infrastructure enhancements—we aim to address the identified gaps and elevate overall student satisfaction. Continuous monitoring and adaptive feedback loops will ensure sustained quality improvement in learning outcomes.

DEPARTMENT OF INFORMATION TECHNOLOGY

Departmental Academic Council (DAC) meeting held on 30-07-2025 at 3.00 PM onwards OBE lab1.

SL NO	NAME	SIGNATURE
1	Dr. Suman Bhattacharjee (HOD)	
2	Dr.Dinesh K. Pradhan	
3	Dr. Moumita Pradhan	
4	Prof. Prabal Kumar Sahu	
5	Prof. MD Keramot Hossain Mondal	
6	Prof. Manas kumar Roy	
7	Prof. Priyanka Roy	
8	Prof. Ram Prasad Chakraborty	
9	Mr. Santanu Goswami	
10	Mr. Debajyoti Saha	
11	Mr.Basudev Chakraborty	
12	Sugata Ghoshdatta	

DR.B.C.ROY SOCIETY ENGINEERING

Dr. B. C. ROY ENGINEERING COLLEGE, DURGAPUR
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CELEBRATING 25 Years

Ref: BCREC/ EE/DAC/MOM/79 **Date: 08/08/2025**

Minutes of Meeting of Departmental Academic Committee held in Room 117 from 4:00 PM on 8.8.2025

A Special DAC meeting took place to discuss and finalize the Action Taken Report based upon Program End Feedback (Exit Survey), Student Satisfaction Survey, Feedback on Academics (Even Semester) and Feedback on Facilities taken for the Academic Year 2024-25.

Sl. No.	Name of the Faculty	Signature
1	Dr. Shibendu Mahata (Chairman)	8/8/2025
2	Dr. Sumit Banerjee	8/8/25
3	Dr. Arindam Mondal	
4	Dr. Susanta Dutta	8/8/25
5	Dr Dola Sinha	8/8/25
6	Dr. Tapan Kumar Chattopadhyay	8/8/25
7	Dr. Bijoy Laxmi Koley	BKoley 8/8/25
8	Dr. Ritu Rani De Maity	08/08/25.
9	Dr Kamalika Tiwari	8/8/25
10	Dr. Sanjoy Kumar Saha	8/8/25
11	Dr. Soumen Mallick	08/08/25
12	Dr. Tushnik Sarkar	8.8.25
13	Dr. Sourav Paul	8/8/25
14	Dr. Chandan Paul	
15	Dr. Sneha Sultana	8/8/25.
16	Dr. Kingsuk Majumdar	2025/08/08
17	Dr. Soham Dey	08/08/2025
18	Dr. Snehashis Ghoshal	8/8/25
19	Mou Das Mahapatra	08/08/25
20	Sunil Kumar Choudhary	08/08/25
21	Basudeb Mondal	8.8.25
22	Saradindu Mondal	8/8/25.
23	Siddhartha Ghosh	
24	Adhit Roy	8/8/25

B. C. ROY ENGINEERING COLLEGE ★ DR. Durgapur

Action Taken Report based on Program End Survey

Total number of EE students participated in the survey: 84

1. *Have you developed the ability to apply the knowledge of Mathematics, Science, Engineering fundamental, and an engineering specialization for the solution of complex engineering problems?*

Feedback received: Approx. 10% of the students disagreed.

Action Plan:

A. Offer bridge courses & more remedial classes.

B. Faculties will put more emphasis on applied problems in lectures & tutorials.

2. *Are you able to identify formulate, research literature, and analysis Complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences?*

Feedback received: Approx. 7% of students disagreed.

Action Plan:

A. Problem based learning assignments to be enhanced.

B. More technical seminars and literature review sessions to be added.

3. *Did you attend the ability of designing solutions for Complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration or public health and safety, and cultural societal, and environmental considerations?*

Feedback received: Approx. 12% of students did not agree.

Action Plan:

A. Project rubrics will include public health, societal & environmental factor.

B. Guest lectures on sustainable design practices will be introduced.

4. *Are you able to apply research best knowledge and research methods including design of experiments analysis and interpretation of data and synthesis of the information to provide valid conclusions?*

Feedback received: Approx. 17% of students disagreed.

Action Plan:

A. Research methodology workshops will be introduced.

B. Training using Python, MATLAB for data analysis to be conducted.

5. *Have you developed the ability to create, select and apply appropriate techniques, resources and modern engineering and IT tools including prediction and modelling to Complex engineering activities with an understanding of the limitations?*

Feedback received: Approx. 12% of students disagreed.

Action Plan:

A. Laboratories to be upgraded with latest softwares (incl. open-source).

B. Tool training sessions to be organized in labs.

6. *Can you apply reasoning inform by the contextual knowledge to assesses societal health safety legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice?*

Feedback received: Approx. 16% of students disagreed.

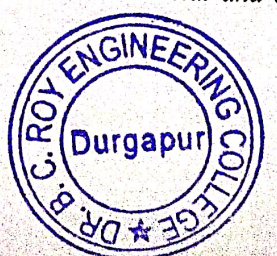
Action Plan:

A. Case-study based teaching on societal and legal responsibilities to be added.

B. Sessions on safety codes and ethics to be added.

7. *Are you able to understand the impact of professional engineering solution in societal and environmental contexts and demonstrate the knowledge of, and the need for sustainable development?*

Feedback received: Approx. 11% of students disagreed.



Action Plan:

A. Seminar on UN SDGs & green engineering to be incorporated.

B. Projects will be encouraged to include sustainability components.

8. *Do you apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice?*

Feedback received: Approx. 17% of students disagreed.

Action Plan:

A. Professional ethics case studies are to be added.

B. Mock ethical review panels to be held as a part of training.

9. *Are you able to function effectively as individual and as a member or leader in diverse teams and in multidisciplinary settings?*

Feedback received: Approx. 12% of students disagreed.

Action Plan:

A. Interdisciplinary mini projects will be introduced.

B. Peer evaluation to be incorporated into team work rubrics.

10. *Can you communicate effectively on complex engineering activities with the engineering community and with the society at large such as being able to comprehend and right effective reports and design documentation, make effective presentations and give and receive clear instruction?*

Feedback received: Approx. 9% of students disagreed.

Action Plan:

A. More emphasis on report writing & presentation skills development.

B. More students-led seminars and paper/poster presentations to be encouraged.

11. *Are you able to demonstrate knowledge and understanding of the engineering and management principles and apply these to once work, as a member and leader in a team to manage projects and multidisciplinary environments?*

Feedback received: Approx. 8% of students disagreed.

Action Plan:

A. Project management training tools like GANTT charts, AGILE, to be introduced.

B. Project documentation to include budget and team roles.

12. *Will you be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change?*

Feedback received: Approx. 10% of students disagreed.

Action Plan:

A. MOOCs Participation to be made mandatory.

B. NPTEL, COURSERA participation to be encouraged.

Action Taken Report based on Student Satisfaction Survey

Total number of EE students participated in the survey: 184

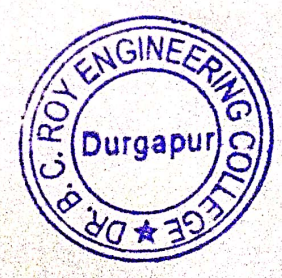
1. *How much of the syllabus was covered in the class?*

Feedback received: Approx. 20% students mentioned that syllabus covered was less than 70%.

Action Plan:

A. Faculty members will be asked to submit mid-sem & end sem syllabus coverage reports.

B. Special remedial classes arrangement for subjects lagging in coverage.



2. *How well did the teachers prepare for the classes?*

Feedback received: Approx. 19% students were dissatisfied.

Action Plan:

A. FDP to be incorporated rigorously to improve pedagogical skills.

B. Random inspection by HOD of classroom teachings.

3. *How well were the teachers able to communicate?*

Feedback received: About 80% found it effective.

Action Plan:

A. Specific training sessions for faculty on classroom concern & student engagement.

B. Adopt explanation based on linguistic diversity of learners.

C. Faculty encouraged to use animations, simulation, visual aids, etc.

D. Mid-sem feedback collection from students.

4. *The teacher's approach to teaching can best be described as*

Feedback received: 95.11% in good to excellent range. This suggests a very positive feedback on the part of the department.

5. *Fairness of the internal evaluation process by the teachers.*

Feedback received: About 22% of the students expressed concern on this issue.

Action Plan:

Random cross-verification of answer scripts will be carried out by HOD.

6. *Was your performance in assignments discussed with you?*

Feedback received: About 26% were dissatisfied.

Action Plan:

A. Mandatory for faculties to discuss the performance on each assignment.

B. Faculties to allocate dedicated class hours to discuss model answers & common mistakes.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Feedback received: About 24% reported limited exposure.

Action Plan:

A. Spoken Tutorials based internship opportunity to be explored.

B. Collaborations to be initiated with local industries/MSMEs.

C. Dedicated Whatsapp group to inform students of internship opportunities.

D. To sign MOUs with Startups/MSMEs.

8. *The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.*

Feedback received: 24% expressed moderate or lower satisfaction level.

Action Plan:

A. Regular mentorship meetings once every two weeks with documentation.

B. Soft skills training to be imparted rigorously.

9. *The institution provides multiple opportunities to learn and grow.*

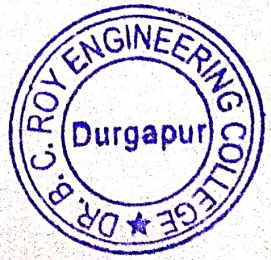
Feedback received: 75% agreed.

Action Plan:

Opening of clubs, chapters (professional society), etc., to be done.

10. *Teachers inform you about your expected competencies, course outcomes and programme outcomes.*

Feedback received: 25% expressed scope for improvement.



Action Plan:

A. CO, PO – shared in labs, classrooms, LMS.

B. Explain COs at the beginning of each course.

11. *Your mentor does a necessary follow-up with an assigned task to you.*

Feedback received: 25% expressed scope for improvement.

Action Plan:

A. Mentoring logbooks updates must be done by faculty during meetings.

B. Monthly status reports evaluated by HOD.

12. *The teachers illustrate the concepts through examples and applications.*

Feedback received: 22% expressed inconsistency.

Action Plan:

A. Outcome & application-based teaching to be encouraged.

B. More emphasis on real-world applied in course delivery.

13. *The teachers identify your strengths and encourage you with providing right level of challenges.*

Feedback received: 27% expressed minimal/partial engagement.

Action Plan:

A. Faculty mentors to note key strengths & track student.

B. Students will be encouraged to participate in hackathons, model exhibitions & competition.

C. Differentiated coursework for advanced learners.

14. *Teachers are able to identify your weaknesses and help you to overcome them.*

Feedback received: 30% expressed sometimes or lower response.

Action Plan:

A. Faculty mentors to be more actively engaged in identifying weaknesses.

B. To arrange more remedial classes, assignments/doubt clearing sessions.

15. *The institution makes effort to engage students in monitoring, review and continuous quality improvement of the teaching learning process.*

Feedback received: 22% remained neutral/dissatisfied.

Action Plan:

A. Improve students' involvement through various initiatives.

B. Include more students in decision making bodies.

16. *The institute/teachers use student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhancing learning experiences.*

Feedback received: About 23% felt need for improvement.

Action Plan:

A. Provide workshops on active learnings techniques like flipped classroom and case studies.

B. Encourage sharing of best practices among teachers to bridge gaps in implementation.

C. Encourage faculty to design more problem solving activities and hands on task across all subjects.

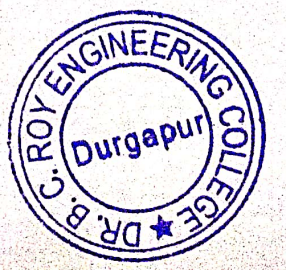
17. *Teachers encourage you to participate in extracurricular activities.*

Feedback received: 10% actively disagree.

Action Plan:

A. Mentoring improvements.

B. Formation of different clubs and participation rewards.



18. *Efforts made by institute and teachers to improve employability skills.*

Feedback received: About 26% felt need for improvement.

Action Plan:

A. Expand soft skills training across different semesters.

B. Include group activities, interviews & presentations.

C. Involve industries professional in training sessions.

D. Students clubs on skill building, leadership & public speaking.

E. More emphasis on career counselling, soft skills development, etc.

19. *What percentage of teachers use interactive teaching tools.*

Feedback received: About 36% gave a moderate to low rating.

Action Plan:

A. ICT usage to be made compulsory.

B. Ensure all class rooms are equipped with ICT tools.

C. Encourage tech savvy faculty to mentor other colleagues.

20. *The overall quality of teaching learning process in your institute is very good.*

Feedback received: 6% disagreed.

Action Plan:

A. To encourage active learning through GD, case study, flipped class room, experiential learning through simulation and projects, real world problem solving.

B. To encourage MOOCs classes, better mentor-mentee interaction, classes by industry experts, and focus on interdisciplinary projects.

Action Taken Report based on Feedback on Academics (Even Sem 2024-25)

Total number of 2nd semester students participating in the survey: 29

Total number of 4th semester students participating in the survey: 79

Total number of 6th semester students participating in the survey: 41

Total number of 8th semester students participating in the survey: 83

Some concerns were raised by students on the following points. The necessary plan of action to improve upon these issues are the following:

1. *Overall syllabus coverage.*

Feedback received: Approx. 25% (6th sem) and 17% (4th sem) students, respectively, mentioned lesser than 50% syllabus coverage.

Action Plan:

A. Faculty members will be asked to submit mid-sem & end sem syllabus coverage reports.

B. Special remedial classes arrangement for subjects lagging in coverage.

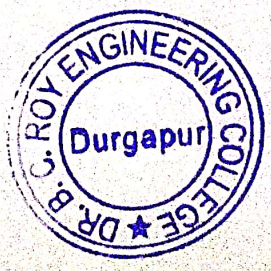
2. *Preparation of teachers for conducting the classes.*

Feedback received: Approx. 15% sixth semester students were dissatisfied.

Action Plan:

A. FDP to be incorporated rigorously to improve pedagogical skills of teachers.

B. Random inspection by HOD of classroom teachings.



3. Communication of *teachers inside and outside the classroom.*

Feedback received: About 22% found it just or not satisfactory.

Action Plan:

A. Specific training sessions for faculty on classroom concern & student engagement.

B. Adopt explanation based on linguistic diversity of learners.

C. Faculty encouraged to use animations, simulation, visual aids, etc.

D. Mid-sem feedback collection from students.

4. *Discussion on Performance in internal evaluations and laboratory experimentation.*

Feedback received: About 30% (sixth semester) were dissatisfied.

Action Plan:

A. Mandatory for faculties to discuss the performance on each assignment.

B. Faculties to allocate dedicated class hours to discuss model answers & common mistakes.

5. *The teaching and mentoring process in the department supports the development of your cognitive, social and emotional growth.*

Feedback received: 28% (sixth sem) and 21% (fourth sem) expressed moderate or lower satisfaction level.

Action Plan:

A. Regular mentorship meetings once every one/two weeks with documentation.

B. Soft skills training to be imparted rigorously.

6. *Teachers inform you about your expected competencies, course outcomes and programme outcomes.*

Feedback received: 30% (sixth sem) students opined occasionally/rarely.

Action Plan:

A. CO, PO – shared in labs, classrooms, LMS.

B. Faculties will explain COs at the beginning of each course/module.

7. *Your mentor does a necessary follow-up with an assigned task to you.*

Feedback received: 30% (sixth semester) expressed scope for improvement.

Action Plan:

A. Mentoring logbooks updates must be done by faculty during meetings.

B. Monthly status reports evaluated by HOD.

8. *The teachers illustrate the concepts through examples and applications.*

Feedback received: 25% (sixth semester) expressed inconsistency.

Action Plan:

A. Outcome & application-based teaching to be encouraged.

B. More emphasis on real-world applied in course delivery.

9. *Teachers are able to identify your weaknesses and help you to overcome them.*

Feedback received: 30% expressed sometimes or lower response.

Action Plan:

A. Faculty mentors to be more actively engaged in identifying weaknesses.

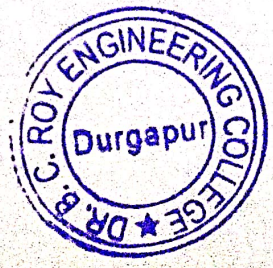
B. To arrange more remedial classes, assignments/doubt clearing sessions.

10. *What percentage of teachers use ICT tools.*

Feedback received: About 30% gave a moderate to low rating.

Action Plan:

A. ICT usage to be made compulsory.



B. Ensure all class rooms are equipped with ICT tools.

C. Encourage tech savvy faculty to mentor other colleagues.

Action Taken Report based on Feedback on Facilities

Based on the feedback received, the following facilities need improvement. The following measures will be taken for improvements:

1. **Cleanliness and Hygiene**:

   Feedback received: About 13% (2nd sem), 10% (4th sem), 3% (6th sem) and 6% (8th sem) considered it poor.
   Action Plan: Classrooms and laboratories are to be cleaned on a daily basis.

2. **Internet Facility**:

   Feedback received: About 25% (2nd sem), 11% (4th sem), 13% (6th sem) and 6% (8th sem) considered it poor.
   Action Plan: Matter will be raised with the System Administrator for further improvements.

3. **Library Facility**:

   Feedback received:
   Action Plan: Magazines will be incorporated in the departmental library.

Saradindu Mondal. 8/8/25

Prof. Saradindu Mondal

Convenor DAC

8/8/2025

Dr. Shibendu Mahata

HOD, EE

DR. B. C. ROY ENGINEERING COLLEGE ★ Durgapur

Dr. B C Roy Engineering College
Department of Electronics and Communication Engineering

Ref: BCREC/ECE/DAC/MoM/ODD/25/03/21

Date: 21.03.25

The Department of Electronics and Communication Engineering has undertaken several initiatives in response to the key observations identified through the student feedback process. Emphasis was placed on enhancing the academic and co-curricular experience, with targeted interventions including the expansion of extracurricular engagement, structured mentorship programs, and the incorporation of practical, industry-aligned components within the curriculum. These measures have contributed meaningfully to addressing student concerns and strengthening the overall learning ecosystem.

To maintain this trajectory of improvement, the department has proposed additional measures focused on infrastructure modernization, deeper industry collaboration, and the establishment of a robust and iterative feedback framework. These ongoing efforts underscore the department's sustained commitment to academic excellence and student-centric development.

Report of the Special DAC Meeting
Held on: 21-03-2025
Venue: Advanced Prototype Lab

The Department Advisory Committee (DAC) convened to discuss the student feedback for the academic year 2024-25 (ODD) and the subsequent action taken to address identified areas for improvement. The meeting concluded with the unanimous approval of the ATR and the proposed recommendations for sustained development.

Course-End Feedback Analysis and Action Taken Report (ATR)

Odd Semester, Academic Year 2024–25

1. Overview

The Course-End Feedback was compiled and evaluated for all semesters in the Department of Electronics and Communication Engineering (ECE) during the Odd Semester of AY 2024–25. The survey addressed various academic components such as instructional methods, syllabus coverage, assessment practices, and overall student involvement. This document presents a summary of insights gathered and the remedial steps initiated by the department.

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2. Key Feedback Summary

2.1 Noted Strengths

Parameter	Observation	% Positive Response
Syllabus Completion	Most students acknowledged 80%–100% coverage across courses.	81%
Teaching Methodology	Received favorable ratings of "Very Good" or higher.	76%
Faculty Communication	Appreciated performance reviews and timely updates.	73%
Teaching-Learning Outcome	Positive outlook on overall academic delivery.	71%

2.2 Areas for Improvement

Area	Feedback Highlights	% Positive Response
Evaluation Fairness	While 77% felt satisfied, some pointed out ambiguous marking schemes.	77%
Use of Practical Examples	Requests for more real-life applications to support theory.	66%
Extracurricular Integration	Freshers reported inadequate exposure to non-academic activities.	61%

3. Measures Implemented

3.1 Curriculum and Teaching Enhancements

- Embedded real-world case studies and problem-oriented learning modules.
- Deployed tools such as MATLAB and domain-specific simulation environments in core lab sessions.

3.2 Assessment Reforms

- Organized workshops on standardizing rubrics and making evaluation criteria transparent.
- Instituted rubric-based grading in internal and lab assessments.
- Made pre-assessment disclosure of evaluation schemes compulsory.

3.3 Enrichment Beyond Curriculum

- Increased student access to Xilinx and Prototyping labs for innovation projects.
- Initiated bimonthly events like tech expos, quizzes, and hackathons.
- Introduced Induction Club activities for first-year students to boost involvement.

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3.4 Mentorship and Academic Guidance

- Implemented structured one-on-one feedback meetings twice a semester.
- Strengthened the mentorship program with a fixed 1:10 faculty-student ratio.

4. Semester-Specific Initiatives

Semester	Feedback Highlight	Action Taken
1st Semester	Limited practical relevance in core foundation courses	Conducted mini-projects and open lab sessions in key subjects.
3rd Semester	Expectations for more modern lab components	Integrated IoT kits, Raspberry Pi modules, and updated lab tools.
5th Semester	Low industry linkage in some subjects	Hosted expert-led workshops and guest lectures from industry figures.
7th Semester	Lack of dedicated support for major projects	Assigned fixed mentoring hours each week for final-year projects.

5. Recommendations

Focus Area	Suggested Action
Mentorship Structure	Define clear deliverables with semester-linked checkpoints.
Industry Exposure	Broaden MoUs with companies for internships and course alignment.
Pedagogical Innovation	Implement AR/VR-based teaching and gamified learning where relevant.
Feedback Mechanism	Introduce anonymous mid-semester surveys for real-time course review.

6. Summary Statistics

Parameter	Value
Satisfaction with Teaching	76%
Syllabus Completion Satisfaction	81%
Satisfaction with Evaluation Fairness	77%
Students Wanting More Practical Examples	34%
Students Wanting More Extra curricular	39%

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Semester-End Feedback Action Taken Report (ATR)

1. Overview

This report outlines the actions undertaken by the Electronics and Communication Engineering (ECE) Department in response to the Course-End Feedback collected for the Odd Semester of 2024–25. The feedback was analyzed thematically under academic delivery and infrastructure services, highlighting priority areas and corresponding corrective actions initiated to enhance the overall student experience.

2. Key Feedback Summary

2.1 Academic Feedback

Parameter	Positive Response (%)	Observations / Challenges
Knowledge Acquisition	74%	~18% of students reported difficulty applying concepts practically.
Mentorship & Counselling	76%	Gaps observed in uniformity and consistency across year groups.
Pedagogy & Communication	81%	A segment (12%) preferred more activity-based classroom interaction.
Communication Skill Gains	78%	Growth noted, but varied across batches; some require follow-up.

2.2 Facility Feedback

Facility Area	Positive Response (%)	Observations / Challenges
Laboratories & Libraries	62%	Shortage of working lab instruments; limited access slots.
Hostel Hygiene & Amenities	63%	22% cited dissatisfaction with cleanliness and basic amenities.
Internet Access	13%	Persistent issues in hostel connectivity; intermittent outages.

3. Actions Taken

3.1 Academic Interventions

Initiative	Description

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Practical Reinforcement	Hands-on mini-projects added in 3rd & 5th semesters to improve applied learning.
Mentorship Restructuring	Standardized mentor-student ratio; assigned mentors based on academic year.
Pedagogy Enhancement	Internal sessions held on case-based, inquiry-driven learning techniques.
Classroom Engagement Tools	Introduced subject-specific visual simulations and interactive Q&A components.

3.2 Facility Improvements

Area	Action Taken
Laboratories	Procured replacement equipment and increased batch-wise access sessions.
Libraries	Extended evening hours; introduced QR-based digital login for streamlined use.
Internet Services	Installed access points on each hostel floor; pending full bandwidth rollout.
Student IT Support	Functional IT Helpdesk initiated; ticket-based response within 48 hours.

4. Recommendations

Focus Area	Proposed Action
Feedback Monitoring	Introduce in-semester anonymous surveys to identify early-stage concerns.
Industry Collaboration	Revise industrial internship modules; schedule semester-aligned expert lectures.
Blended Learning	Expand LMS with recorded content, topic-wise quizzes, and discussion boards.
Student Engagement	Establish annual activity calendar combining academic, cultural, and technical events.

5. Summary Snapshot

Metric	Value
Overall Academic Satisfaction	77.4%
Overall Facilities Satisfaction	64.8%
Internet Access Dissatisfaction Rate	44%
% of Students Seeking More Practical Learning	18%
% of Students Suggesting Interactive Pedagogy	12%

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Student Satisfaction Survey Report (SSS)(ATR)

1. Objective of the Report

This report presents a structured comparative analysis of student feedback obtained at the end of the semester from the Department of Electronics and Communication Engineering. It focuses on two primary domains: academic delivery and institutional facilities. The report highlights key student observations and outlines remedial actions undertaken by the department to enhance the quality of education and support systems.

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2. Academic Feedback: Comparative Analysis and Remedial Actions

Category	Key Observation	Corrective Action Implemented
Knowledge Acquisition	74% reported acquisition of new knowledge; ~18% were unsure of its practical application.	Embedded mini-projects in core laboratories to improve experiential learning.
Real-Life Problem Solving	72% linked coursework to real-life scenarios; gaps noted in exposure.	Introduced case-based modules and conducted live hardware/software demonstration sessions.
Industry Relevance	77% found curriculum relevant; several students suggested updates with newer tech.	Revised content to incorporate IoT, AI, Embedded Systems, and contemporary industry practices.
Mentorship & Counselling	76% found support adequate; 2nd-year students noted inconsistency in mentoring.	Reorganized mentoring structure with reduced group sizes and year-specific faculty allocation.
Learning Environment	79% rated the environment positively; foundational courses saw low engagement.	Introduced interactive visual aids, AR/VR content, and gamified elements in base-level courses.
Communication Skills	81% indicated improvement; early-year students requested more active forums.	Launched public speaking workshops and semester-wise debate clubs for language reinforcement.
Faculty Subject Expertise	82% rated highly; some students expected more industrial relevance in examples.	Conducted FDPs focused on domain-specific examples, visual pedagogy, and industry-aligned teaching.
Teaching Pedagogy	80% found delivery effective; 20% requested more engaging teaching methods.	Adopted flipped classroom methods, integrated simulation-based tools, and peer-assist strategies.

3. Facilities Feedback: Comparative Analysis and Remedial Actions

Category	Key Observation	Corrective Action Implemented

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Classroom Infrastructure	63% rated as satisfactory; feedback highlighted outdated seating and ventilation.	Upgraded seating, improved airflow, and installed interactive boards in major classrooms.
Laboratory Facilities	65% reported satisfaction; delays occurred due to insufficient lab inventory.	Additional lab kits procured; extended lab slots and optimized equipment scheduling.
Library Access	66% rated positively; requests included longer access and more digital resources.	Extended timings, added e-journals, and enabled remote access to subscribed repositories.
Hostel Amenities	Only 40% rated positively; complaints centered around hygiene and infrastructure.	Maintenance upgrades initiated, new purifiers installed, sanitation cycles increased.
Campus Cleanliness	25% dissatisfaction, primarily in hostel corridors and shared zones.	Weekly audits launched, new waste bins installed, additional staff recruited for upkeep.
Canteen Services	18% rated food quality and hygiene unsatisfactory.	Engaged with food vendor, introduced student feedback polls, and revised menu with hygiene checks.
Internet Connectivity	18% experienced persistent connectivity issues, especially in hostels.	Deployed high-gain routers, increased bandwidth, and established a student-facing IT support desk.

4. Continuous Improvement Plan

Focus Area	**Planned Follow-up Strategy**
Curriculum Modernization	Establish a curriculum review cycle with participation from industry partners and alumni.
Mentorship Quality	Monitor mentorship through semester-wise feedback and mentor review sessions.
Facility Monitoring	Schedule monthly facility audits and publish infrastructure performance dashboards.

Dr. Mrinmoy Chakraborty

Associate Professor, ECE
HOD, ECE

Head
Dept. Electronics & Comm. Engg.
Dr. B. C. Roy Engineering College
Durgapur

Dr. B. C. Roy Engineering College, Durgapur			
Department of ECE			
DAC meeting attendance			
Date: 21.03.2025		Time: 3:00 P.M.	Venue: Advanced Prototype Lab.
Sr. No.	**Name of the faculty members**	**Designation**	**Signature**
1	Dr. Mrinmoy Chakraborty, HoD	Associate Professor	
2	Dr. Khondekar Mofazzal Hossain	Professor	
3	Dr. Tapas Mondal	Associate Professor	
4	Dr. Aloke Saha	Associate Professor	
5	Dr. Tribeni Prasad Banerjee	Associate Professor	
6	Dr. Abhijit Banerjee	Associate Professor	
7	Ms. Keka Hajra	Assistant Professor	
8	Ms. Dipta Chaudhuri	Assistant Professor	
9	Dr. Aritra Bhowmik	Assistant Professor	
10	Dr. Anirban Chattopadhyay	Assistant Professor	
11	Dr. Debipriya Dutta	Assistant Professor	
12	Ms. Moutusi Mondal	Assistant Professor	
13	Mr. Nilkamal Bhunia	Assistant Professor	
14	Dr. Ankita Mitra	Assistant Professor	
15	Mr. Pradipta Sarkar	Assistant Professor	
16	Dr. Anup Kumar Das	Assistant Professor	
17	Mr. Surajit Batabyal	Assistant Professor	
18	Ms. Subhadra Debroy	Assistant Professor	
19	Mr. Moloy Mukherjèe	Assistant Professor	
20	Mr. Samujjwal Ray	Assistant Professor	
21	Mr. Soumendra Pain	Assistant Professor	
22	Dr. Ramkrishna Rakshit (Visiting Facul	Assistant Professor	
23	Mr. Santanu Roy	Sr. Technical	
24	Mr. Samar Nath Rajak	Sr. Technical	
25	Ms. Dolan Das	Sr. Technical Assistant	
26	Mr. Sonatan Dutta	Technical Assistant	
27	Mr. Sukanta Mukherjee	Supervisor	
28	Mr. Tapas Roy (DAC Co-convenor)	Assistant Professor	
29	Dr. Sourav Moitra (DAC Convenor)	Associate Professor	

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Dr. B. C. Roy Engineering College, Durgapur

Department of Computer Science & Engineering

Ref: BCREC/CSE /DAC/2025-26/Even/002 **Date:** 03/07/2025

To finalise the **Action Taken Report** based on feedback on academics and facilities for the even semester of Academic Year 2024-25, a special DAC meeting was held on July 3, 2025, at 3:00 PM. Students in the Department of Computer Science and Engineering submitted their comments on the college's portal.

The main points of the Action Taken Report are as follows:

- **Action Taken Report based upon Feedback for Academics for the even semester, AY2024-25**
  - The feedback on acquiring new technical or scientific knowledge demonstrated good adaptability in the teaching and learning process.
  - Students were able to address problems related to their field of study by applying their skills and knowledge.
  - The pupils greatly valued the engaging and successful lessons.
  - Students have recognised that the lab is furnished with the required contemporary tools and equipment, and that the curriculum and laboratory experiences are pertinent to the demands of the current economy.
  - Positive comments were made about the student mentoring and counselling processes. Additionally, students' overall communication skills improved.

- **Action Taken Report based upon Course End feedback, AY2024-25**

The course end feedback was taken from 1st, 2nd, 3rd and 4th year students about the courses they have studied in the even semester of the AY 2024-25. The feedback was submitted through the college website.

Questions asked	Student's feedback	Action Taken
How much of the syllabus was covered in the class?	84% of the students agreed that about 75% of the syllabus had been covered	Faculties are advised to take additional classes to complete the syllabus
How well did the teachers prepare for the classes?	90% of the students are quite satisfied with the preparation of teachers during classes	Faculties are advised to use ICT for teaching-learning purposes to create a smart learning environment
How well were the teachers able to communicate?	83% of students are satisfied with the teacher's communication	It has been advised that the classes be made more interactive
The teacher's approach to teaching can best be described as	87% of the students are satisfied with the teaching approach	Teachers are advised to adopt a more interactive approach to teaching

Fairness of the internal evaluation process by the teachers	82% of the students are satisfied with the internal evaluation process	It is advised to re-evaluate a student in case of any dissatisfaction identified among the students about the evaluation process
Was your performance in assignments discussed with you?	88% of the students agreed that the discussion had taken place for the assignments given to the students	Teachers are advised to focus more on continuous evaluation
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	67% of the students agreed about the institute's active interest in promoting internship	The department takes necessary action to promote different internship programs for the betterment of the students
The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences	70% of the students agreed that teachers use student-centric methods for enhancing learning experiences	Teachers are advised to take different teaching-learning methodologies to make the learning process more student-centric
Teachers are able to identify your weaknesses and help you to overcome them	76% of the students said that teachers identify their weaknesses and help them to deal with that	Teachers are advised to identify the strengths and weaknesses of students and take remedial classes to overcome students' weaknesses and provide the right level of challenges
The teachers illustrate the concepts through examples and applications.	84% of the students agreed with the explanation of concepts through proper examples	Teachers are advised to illustrate concepts through examples.

- **Action Taken Report based upon Program End feedback (Exit Survey) for 2025 Pass out Batch, AY2024-25**

The 2025 pass-out batch provided the program's final feedback. The departing fourth-year computer science and engineering students posted their comments on the college's website.

- The majority of students expressed high levels of satisfaction with the department's overall academic growth-related indices and different facets of the teaching-learning mechanism.
- Approximately 90% of the students said they had mastered the capacity to use their understanding of science, math, and engineering principles to tackle challenging engineering challenges.
- Approximately 80% of students said they could apply information and techniques from research, such as data design, analysis, and interpretation.
- Nearly ninety-three percent of the students said they understood how professional engineering solutions affected the environment and society.
- According to 85% of the students, they could perform well both as leaders or members and as individuals.

The following are the main steps followed in order to identify the achievement gap in relation to the needs of different stakeholders:

- To help undergraduate students understand the challenges and opportunities of the industry, lectures by working professionals will be arranged from time to time.
- Workshops are going to be arranged where the students will be trained in popular languages and trending areas.
- More career guidance-oriented lectures and soft skill development sessions would be conducted throughout the program curriculum.
- More industry site visits are going to be arranged by the department.
- Faculties are advised to undertake more experiment-oriented teaching-learning sessions and to use ICT for teaching-learning purposes to create a smart learning environment.
- The department has decided to provide all students with add-on certificate courses, along with other programs, which will help close the gap between industry demands and academic standards.
- Specific remedial classes going to be arranged for the slow learners based on their requirements.
- The placement and guidance cell will be advised to introduce different TBT and SST-based training methods to prepare students for different campus drives and job interviews.
- It has been agreed to encourage more students to take part in tech fests, Hackathons, and coding competitions held by various institutions and organisations.
- Additional classes will be arranged to provide appropriate guidance and training to help students get ready for internship possibilities and competitive exams like GATE, CAT, GRE, IES, etc.

- **Action Taken Report based upon Feedback on Facilities for the even semester, AY2024-25**

- The majority of students expressed satisfaction with the different facilities, including the lab, library, hostel (if appropriate), and sports facilities.
- Water, sanitation, and hygiene facilities were also evaluated.

Student recommendations:

- While the majority of students expressed satisfaction, a small minority of students (9%) believed that the canteen facilities could be improved.
- A small number of first-year students had some problems with the hostel amenities.
- The students were given the assurance that any complaints (if any) with the dorm and canteen amenities will be brought up at the proper forum and addressed as soon as feasible.

Prof. Syed Zahir Hasan, Assistant Prof. and Convener of Departmental Meetings.

Dr. Arindam Ghosh, Associate Prof. and HOD, CSE

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Dept. Computer Science & Engg.
Dr. B. C. Roy Engineering College
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DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING

FACULTY LIST

Sl.No.	NAME	DESIGNATION	Check & verify & Signature
1	Dr. Arindam Ghosh	Associate Professor	
2	Dr. Anirban Bose	Assistant Professor	
3	Dr. Sumana Kundu	Associate Professor	
4	Dr. Deepa Naik	Assistant Professor	
5	Dr. Chandan Das	Assistant Professor	
6	Dr. Anandaprova Majumder	Assistant Professor	
7	Dr. Sanjib Saha	Assistant Professor	
8	Dr. Bappaditya Das	Assistant Professor	
9	Prof. Hiranmay Samaddar	Assistant Professor	
10	Prof. Saindhab Chattaraj	Assistant Professor	
11	Prof. Amitabha Mandal	Assistant Professor	
12	Prof. Sabbir Reza Tarafdar	Assistant Professor	
13	Prof. Kalpana Roy	Assistant Professor	
14	Prof. Biswajit Mondal	Assistant Professor	
15	Prof. Biswadev Goswami	Assistant Professor	
16	Prof. Syed Zahir Hasan	Assistant Professor	
17	Prof. Ruma Ghosh	Assistant Professor	
18	Prof. Rajib Kumar Mondal	Assistant Professor	
19	Prof. Joyjit Patra	Assistant Professor	
20	Prof. Sayan De	Assistant Professor	

Dr. B. C. Engineering College, Durgapur
Department of CSE (Data Science)

Notice

Ref. CSE (DS)/DAC/MOM-I/AY/2024-25 **Date: 08/01/2025**

This is for information of all the concern that a meeting of the DAC will be held on 10th January, 2025 at HoD room (room number C207) of the main building from 12:00 PM-01:00 PM for analyzing the even semester (Third Sem and Fifth Sem) feedback for B. Tech batches 2023-27 and 2022-26 respectively. Furthermore, a report will be prepared on the possible remedial actions based on that analysis.

Dr. Chandan Bandyopadhyay
(Associate Prof. and HOD)
HOD, CSE (Data Science)

Head of the Department
Computer Science & Engineering (DS)
Dr. B. C. Roy Engineering College
Durgapur

DR. B. C. ROY ENGINEERING COLLEGE
Durgapur

Dr. B. C. Engineering College, Durgapur

Department of CSE(Data Science)

Minutes of Meeting

Ref. CSE(DS)/DAC/MOM-I/2024-25 **Date: 10/01/2025**

The DAC meeting was held in the HoD's room (Room Number: C207) on January 10, 2025 at 12:00 PM to address the end-of-semester (third and fifth semesters) feedback for the batches 2023-27 and 2022-26. Following the review of the comments made by the departmental students, the following observation report and an action taken report are generated.

Action taken report based upon the feedback on even sem. of AY 2024-25

A. The following statistics have emerged after analyzing the submitted students' feedback.

I. Semester Feedback Analysis for 3rd Semester

1. **Syllabus Coverage**: 91.66% of students reported that the syllabus coverage was more than 70%.
2. **Teacher Preparedness**: 95.83% of students felt teachers were either thoroughly or satisfactorily prepared.
3. **Communication**: 91.66% found teachers' communication always or sometimes effective.
4. **Learning Environment**: 87.5% rated the environment as excellent or very good.
5. **Evaluation Fairness**: 87.5% agreed that internal evaluation was always or usually fair.
6. **Mentoring & Growth**: 87.5% felt mentoring contributed significantly or very well to their cognitive and emotional growth.
7. **Outcome Awareness**: 95.83% indicated teachers usually or always discussed course/program outcomes and competencies.

8. **Use of ICT Tools**: 91.67% of students noted usage of ICT tools above 60%.
9. **Teaching Practices**: 95.83% appreciated regular use of student-centric methodologies.
10. **Internship & Exposure**: 91.66% reported regular or usual promotion of extracurricular activities and skill development.

II. Semester Feedback Analysis for 5th Semester

1. **Syllabus Coverage**: 83.33% of students noted syllabus coverage above 70%.
2. **Teacher Preparedness**: 90% reported teachers were thoroughly or satisfactorily prepared.
3. **Communication**: 90% found communication always or sometimes effective.
4. **Learning Environment**: 76.67% rated it as excellent or very good.
5. **Evaluation Fairness**: 90% agreed internal evaluation was fair.
6. **Mentoring & Growth**: 93.33% felt mentoring supported their development significantly or very well.
7. **Outcome Awareness**: 93.33% acknowledged teacher awareness efforts.
8. **Use of ICT Tools**: 90% reported ICT usage above 60%.
9. **Teaching Practices**: 90% confirmed consistent use of experiential and participative methodologies.
10. **Internship & Exposure**: 90% appreciated initiatives toward internships and overall development.

III. Student Satisfaction Survey Analysis for 3rd and 5th Semester

1. **Syllabus Coverage**: 75.61% of students reported syllabus coverage above 70%.
2. **Teacher Preparedness**: 95.13% stated teachers were satisfactorily or thoroughly prepared.
3. **Communication Effectiveness**: 85.36% found it always or sometimes effective.
4. **Mentoring Impact**: Over 70% confirmed mentorship aided their cognitive and emotional development.
5. **Teaching Methods**: 78.05% endorsed participative and problem-solving teaching methods.
6. **ICT Tool Usage**: 73.17% of students indicated ICT usage above 70%.

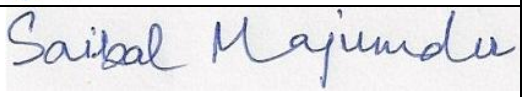
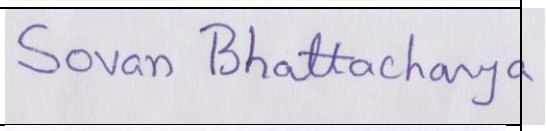
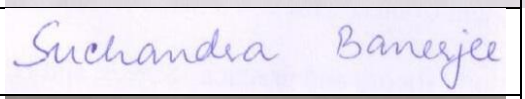
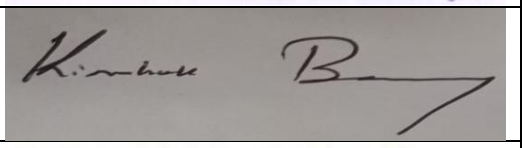
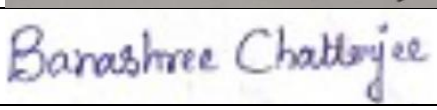
7. **Internship & Holistic Development**: 75.61% acknowledged regular or frequent opportunities for internships and skill-building.
8. **Overall Quality**: Over 65% strongly agreed or agreed that the teaching-learning process is very good.

B. The following remedial measures are being taken for improving the learning experiences of these students.

1. To improve students' academic and personal growth, faculty mentors will conduct planned, individualized mentoring sessions.
2. Efforts will be made to increase student participation and clarity in teacher-student communication.
3. During orientations and class discussions, instructors will continuously highlight the course objectives and competences.
4. Instructors will employ more problem-solving techniques, interactive learning, and ICT integration in their lessons.
5. Standardized procedures for internal assessment and feedback on assignments and laboratories will be followed, and students will be consulted on a regular basis.
6. Infrastructure-related concerns (such as noise levels in hostels, hygiene in canteen, and water facility cleanliness) will be brought to the attention of the appropriate administrative bodies for swift resolution.
7. Workshops will be held to enhance communication, resume construction, interview preparedness, and soft skills.
8. To enhance practical comprehension, more industry visits, hackathons, and seminar-based learning activities will be included.
9. Academic materials and motivational workshops will be provided to students preparing for competitive tests such as the GATE, CAT, and GRE.
10. For overall growth, involvement in athletics, yoga, NSS, and other extracurricular activities shall be encouraged.

DAC members of the Department of CSE (Data Science), of Dr. B.C. Roy Engineering College have contributed to the development of the report.

Signatures of the participants of the DAC meeting held on January 10, 2025.

Sl. No.	**Name of Attendees**	**Designation of the Attendees**	**Signature of the Attendees**
1.	Prof. (Dr.) Chandan Bandyopadhyay	Associate Professor, HoD, CSE(DS)	
2.	Prof. (Dr.) Saibal Majumder	Assistant Professor, CSE(DS)	
3.	Prof. (Dr.) Sovan Bhattacharya	Assistant Professor, CSE(DS)	
4	Prof. (Dr.) Suchandra Banerjee	Assistant Professor, CSE(DS)	
5	Prof. Kinshuk Banerjee	Assistant Professor, CSE(DS)	
6	Prof. Banashree Chatterjee	Assistant Professor, CSE(DS)	

Dr. B. C. Roy Engineering College Durgapur
Department of CSE (Artificial Intelligence and Machine Learning)

Office Notice

Date: 28th July, 2025

A departmental meeting will be held on 30th July, 2025 at CSE(AIML) HoD room to discuss the following points.

1. Discuss the odd and even semester end feedback, Program End Feedback (Exit Survey), Course end feedback, Student Satisfaction Survey provided for AY 2024-25.
2. Any other relevant issues if there.

Saha

Prof. Biswajit Saha
Convener
Departmental Academic Committee
Department of CSE(AIML)
BCREC, Durgapur

Dr. B. C. Roy Engineering College Durgapur
Department of CSE (Artificial Intelligence and Machine Learning)

Ref: BCREC/CSE(AIML)/DAC/MOM-2/2025-26

Members present:

Dr. Gour Sundar Mitra Thakur	Associate Professor and HoD, CSE(AIML)
Prof. Biswajit Saha	Assistant Professor
Prof. (Dr.) Arnab Banerjee	Assistant Professor
Prof. Suman Dasgupta	Assistant Professor
Prof. Atin Mukherjee	Assistant Professor

Minutes of the Departmental Academic Council (DAC) Meeting held on 30/07/2025

A meeting was held on 30th July, 2025 at CSE(AIML) HoD room to discuss the odd and even Sem end feedback, Program End Feedback (Exit Survey), Student Satisfaction Survey provided for AY 2024-25. The feedback was taken online on the college website. 49 students of CSE(AIML) 1st year, 30 students from 2nd year, 21 students from CSE(AIML) 3rd year and 25 students from CSE(AIML) 4th year have given their feedback.

Action taken report based on semester end feedback on academics for AY 2024-25

Student feedback indicates that syllabus coverage met expectations across most courses. Learners successfully acquired new technical and scientific knowledge, which they are now able to apply effectively. The curriculum is generally perceived as well-aligned with current industry standards. Teaching methodologies, classroom delivery, and mentor–mentee interactions were rated as satisfactory.

Modern tools and equipment in the laboratories are considered adequate for academic and practical learning. However, students expressed a desire for more co-curricular and extracurricular opportunities. Expanding these activities could significantly enrich their overall educational experience and foster holistic development.

Following are some steps taken in this regard.

- Three high-end computers with a GPU are decided installed in the department to support complex projects.
- The department plans to host seminars and webinars led by industry professionals in Artificial Intelligence and related disciplines.
- All classrooms are planned to be ICT-enabled to enhance teaching and learning experiences.
- Students are encouraged to join at least one student chapter or club.

- Students are being exposed to modern AI and IoT tools to work on research and projects addressing real-world societal issues.
- Initiatives are in place to inspire students to participate in activities such as sports, NCC, NSS events, karate, and yoga sessions for their holistic development.
- The department will facilitate student-led workshops through local chapters to promote teamwork and stimulate innovative ideas.
- Students are motivated to participate in technical festivals and hackathons to apply their skills and concepts.

Action taken report based on semester end feedback on facilities for AY 2024-25

Student feedback reflects general satisfaction with institutional facilities, including classrooms, laboratories, internet access, hostel accommodations, canteen services, and water supply. Cleanliness and hygiene across the campus are also rated positively but it need further improvements. Students have also highlighted the need for improved internet connectivity.

Following actions are taken in this regard.

- A dedicated tutorial room has been allocated to support focused academic engagement.
- Central UPS systems have been installed in both laboratories to ensure uninterrupted power supply during practical sessions.
- Additional equipment has been procured to broaden students' exposure and strengthen research capabilities.
- Regular cleaning protocols have been reinforced for laboratories and classrooms to maintain hygiene standards.
- To address connectivity concerns, a dedicated Wi-Fi router and optical fiber connection are planned for implementation at the start of the next academic year.

Action taken report based on program end survey for AY 2024-25

Program end survey results indicate a highly positive outlook on the skills gained in their program. A significant majority of students, over 97% in some cases, "Strongly Agreed" or "Agreed" that they can apply core knowledge from math, science, and engineering, and can identify and analyze complex problems. This positive trend was consistent across all questions, including those on designing solutions, applying research, using modern tools, and understanding professional ethics.

These findings suggest the current curriculum is highly effective. The department can consider these strong results as a benchmark for. Although disagreement was minimal, a review of any negative feedback could still be valuable for continuous improvement.

Following actions may be taken in this regard:

- Use the high percentages of agreement as a benchmark to maintain the quality of education and curriculum
- A small percentage of students disagreed on their ability to apply knowledge of mathematics, science, and engineering fundamentals, and to apply research-based knowledge and use modern tools. The department could investigate these areas further.

Action taken report based on Student Satisfaction Survey for AY 2024-25

Students report a broadly positive learning experience, appreciating well-prepared classes, clear coverage of topics, effective use of examples, and supportive use of digital tools. They value faculty approachability and classroom engagement, while indicating that the department could offer more varied opportunities beyond regular lectures, stronger mentoring for academic and personal growth, and clearer pathways to build industry-ready skills.

Based on the feedback following actions are planned to be taken for further improvement:

- Organize short workshops and weekend mini-projects beyond coursework
- Set up small faculty–peer mentoring groups with regular interaction
- Increase project-based assessments with transparent rubrics
- Share teaching resources and ICT best practices across faculty
- Strengthen alumni and industry interactions for talks, internships, and visits

Action taken report based on overall course end feedback for AY 2024-25

Based on the course end surveys, the faculty members have demonstrated a commendable teaching-learning process. The students generally feel that the course relevance, syllabus coverage, and teaching approaches are strong, with a large proportion of students describing the teaching as excellent or very good. The classroom and lab sessions are perceived as engaging, and the teachers illustrate concepts with examples and applications. The internal evaluation processes are consistently viewed as fair, and teachers are seen as effective in identifying student strengths. There is also a recognition of the application of course knowledge to real-world problems and a positive overall assessment of the subjects.

To further enhance the educational experience, the following actions are being taken:

- Enhance student engagement in discussions of continuous assessments and practical continuous assessments to ensure all students feel their performance is adequately reviewed.
- Increase focus on identifying and helping students overcome their weaknesses, as this area was noted as having a greater scope for improvement.
- Explore additional ways to keep classroom and lab sessions consistently interactive for all students.
- Continue to evolve teaching methods by exploring and implementing a wider range of ICT tools beyond the usual for an even richer learning environment.
- Reinforce the connection between course concepts and their real-life applications to further solidify students' understanding of the course's value.

Signatures of the members present in the DAC meeting held on 30/07/2025

Sl No	Name of the faculty/TA	Signature
1	Prof. (Dr.) Gour Sundar Mitra Thakur	
2	Prof. Biswajit Saha	
3	Prof. (Dr.) Arnab Banerjee	
4	Prof. Atin Mukherjee	
5	Prof. Suman Dasgupta	

Dr. B. C. Engineering College, Durgapur

Department of Computer Science and Design

Notice

Ref. CSD/DAC/..... **Date: 05/06/2025**

This is for information of all concern that a meeting of the DAC will be conducted on 14/06/2025 at in the HOD room to propose corrective steps to be made based on student feedback.

Prof. R.K. Samanta
HOD

A.S.Chattopadhyay
NAAC Co-ordinator

HOD
Computer Sc. & Design
Dr. B. C. Roy Engineering College
Durgapur - 713206

Dr. B. C. Engineering College, Durgapur

Department of Computer Science and Design

Minutes of Meeting

Date: 14/06/2025

Ref. CSD/DAC/05

A DAC meeting is held on 14/06/2025 at 3P.M in the HOD room to examine and review the action taken report based on the input from the students for the academic year 2024–2025 regarding the academics and the facilities. 140 first year, second year , third year and fourth year CSD students in total have provided input, and the following observations are made:

Action taken report based upon the feedback on the Academics for AY 2024-2025

It has been observed that students have interest in Class room teaching process for their syllabus .They are interested to gather modern technical or scientific information. They get interest in solving problems in theory classes. In Laboratory classes , They get pleasure in solving problems in different languages like C language , Python and Java etc. In CSD department, there are subjects which are not in curriculum of CSE like AR&VR, Game Development, Creative Thinking Process and Design in which students are very much involved. Students are satisfied in class room and Laboratory facilities provided to them. They appreciate the curriculum of CSD department. They are also satisfied with the knowledge of faculties in various subjects, some of which are new and uncommon in the domain of computer science engineering. The mentorship program of the department has been appreciated by students. Four year students are satisfied in doing projects allotted to them. Very few students are dissatisfied with their learning environment. Corrective action is being done to help these students to learn more effectively.

1. A technical club is formed by students of the department with the name **"DEZINOVA"** to undertake various technical and professional activities other than regular classroom activities. Under this umbrella, students are encouraged to organize seminars, workshops, coding, essay-writing, debate, discussion etc. on a regular basis to enhance their professional skills.
2. Students are motivated to organize seminars/workshops/Tech-quizzes on emerging technologies and to engage in project works in their field of interest during the early days of their professional course for imparting leadership and teamwork in them.
3. **Students are encouraged to enhance their professional skills through participation in NPTEL/MOOCs courses, Hackathons etc.**
4. **Students are motivated to prepare for GATE/ CAT / Placement through participation in Counseling, Expert Talks, Coding contest, Placement training, Industry Interaction etc.**
5. **Students are engaged in NCC, NSS, Sports, Yoga, Karate etc. for imparting value education and their all-round development.**

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Action taken report based upon the feedback on the Facilities for AY 2024-2025

Mostly students are satisfied with the facilities available in the institute namely - Classrooms, Laboratories, Hostel, Sports, Library, Canteen, Water and internet. Few students (around 12%) are not happy with the facilities.

Appropriate authorities discussed these issues with the students, and the issues are being addressed in order to find a workable solution.

CSD DAC Members for AY 2024-2025:

S.No	Name	Designation	Signature
1	Dr. Raj Kumar Samanta, HOD	Chairman	
2	Mr. Swadhin Kr. Mondal, Asst. Prof.	Member	
3	Mr. Nasim Anjum Hoque, Asst. Prof.	Member	
4	Mr. PrasenjitMaji, Asst. Prof.	Member	
5	Dr. Ardhendu sekhar Chattopadhyay Asst.Prof.	Member	
6	Mr. Koustav Roy, Asst. Prof.	Member	
7	Monalisa Chakraborty	Member	
8	Poulami Mukherjee Tewari	Member	

DR. B. C. ROY ENGINEERING COLLEGE * Durgapur

Dr. B. C. Roy Engineering College

Department of Civil Engineering

Ref.: BCREC/CE/DAC/MOM-1/2025-26 **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

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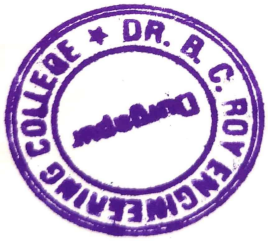
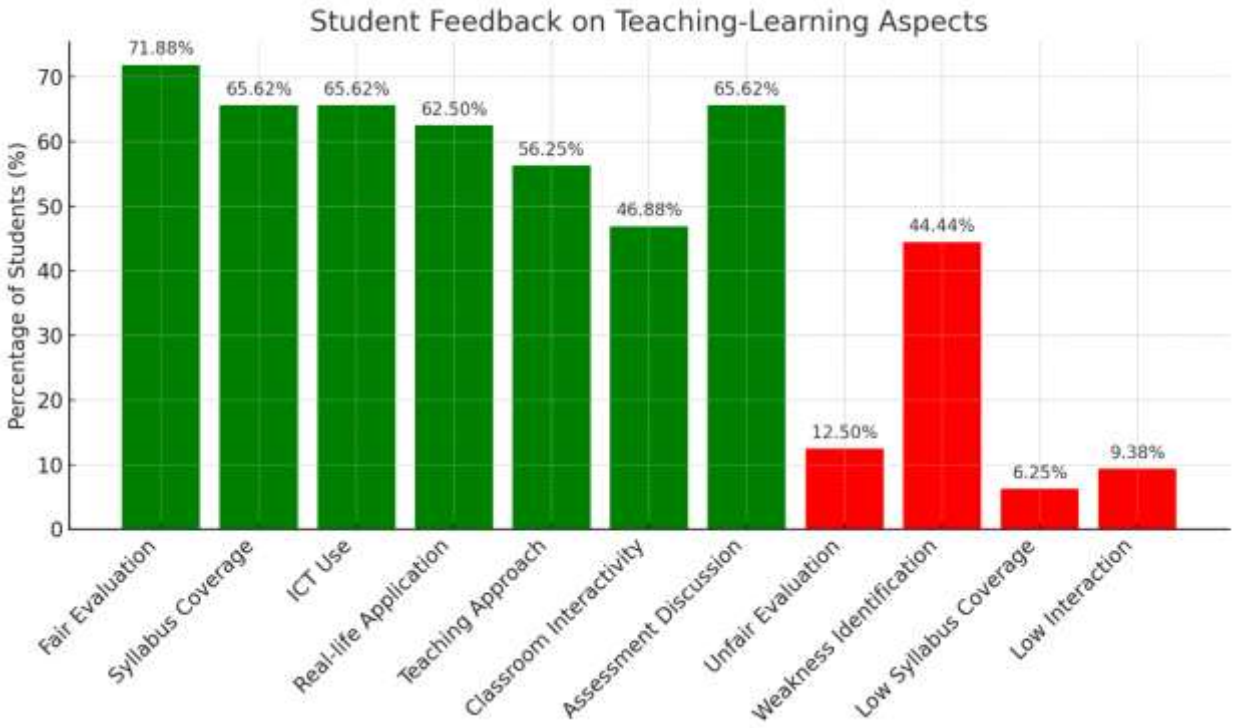
syllabus coverage. Classroom and lab sessions were considered interactive by 46.88% of students, and ICT tools were used regularly, as noted by 65.62%. Similarly, 65.62% reported consistent discussions about assessment performance. However, areas needing improvement include fairness in internal evaluations, 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.





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

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.

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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 :

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

DR. B. C. ROY ENGINEERING COLLEGE

DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR

MECHANICAL ENGINEERING DEPARTMENT

NOTICE

04/08/2025

Dear All ME Faculty,

HOD (ME) has called the 121th DAC meeting on 5th Aug, 2025 at 5:00 PM in the Departmental Library. Agenda of the meeting is given below.

Agenda:

1. Feedback analysis & Action taken Report.
2. Status of UG/PG project
3. Present Odd semester course completion status including internship.
4. Course structure of new syllabus
5. Academic Audit AY 2024-25.
7. Others, if any, with the permission of the Chairperson of the house

Thanking you,

Dr. Subrata Samanta
Associate Professor
(DAC Convener)
ME Department
BCREC

DR B. C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

Date: 06.08.2025

Minutes of the 121th Departmental Academic Committee (DAC) Meeting (ME) held at the Departmental Library of Mechanical Engineering Department on Thursday, 05th Aug 2025 at 05:00 P.M.

Faculty members present:
1) Prof. (Dr.) Chandan Chattoraj 2) Prof. (Dr.) Kanchan Chatterjee 3) Prof(Dr) Subrata Samanta 4) Prof(Dr) Arijit Banerjee 5) Prof.(Dr) Manoj Kundu 6) Prof(Dr) Subhas Chandra Moi 7) Prof. Suman Karmakar 8) Prof Dr Rupali 9) Prof.(Dr.)Rajeev Ranjan 10) Prof. Siddhartha Bhowmick 11). Prof.Rakesh Biswas 12) Prof Chitta Sahana 13) Prof Dr Pabitra Mondal 14) Prof. Subhajit Bhattacharya. 15). Prof Koushik Chatterjee

Agenda:

1. Feedback analysis & Action taken Report.
2. Status of UG/PG project
3. Present Odd sem course completion status including internship.
4. Academic Audit AY 2023-24.
5. Others, if any, with the permission of the Chairperson of the house

Minutes of the meeting are as follows:

1. Action taken report on student's feedback is discussed and approved by the house.

2. Progress reports are scheduled to be submitted for final year UG/PG projects in the first week of September.

3. All faculties have explained about the current odd semester course coverage of each subject till date. Mentors will communicate to the students having poor attendance.

4. Most of the 5th semester students have completed their scheduled internships, remaining will complete by August end. The students who could not attend internship due to valid reasons will do project work under the guidance of concerned faculty advisors.

5. Status of Academic Audit of AY 2024-25 was discussed.

The meeting ended with vote of thanks.

Dr.Subrata Samanta
(Convener, DAC)

Dr.Chandan Chattoraj
(Chairperson, DAC)

H.O.D. / M.E.
Dr. B. C. Roy Engg. College, Durgapur

DURGAPUR-713206

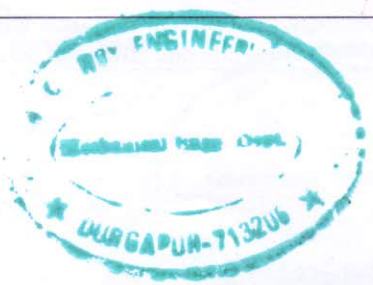
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Course End Feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	Teachers inform you about the relevance of the course to your discipline/stream and corresponding course outcomes and program outcomes.	Lesson plan is shared with the students in the beginning of each semester.
2	How much of the syllabus was covered in the class?	Special classes are arranged to cover maximum syllabus.
3	The teacher's approach to teaching can best be described as	Special attention is given to improve in depth exposure of the subjects and fundamental knowledge.
4	The classroom/lab sessions were interactive	During class hour teachers interact with students to clear their doubts.
5	Fairness of the internal evaluation process by the teacher	Internal evaluation answer papers are discussed with the students.
6	Was your performance in Continuous Assessments (CA/CIA) & Practical Continuous Assessments discussed with you?	Faculty members identify weak students and pay special attention to them in remedial class.
7	The teachers illustrate the concepts through examples and applications.	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
8	The teachers identify your strengths and encourage you with providing right level of challenges.	During regular interaction with students teachers identify their strengths and place them in suitable project groups under the guidance of faculties.
9	Teachers are able to identify your weaknesses and help you to overcome them.	Students are motivated by their mentors for their overall development.
10	Teacher used ICT tools (Projectors/Screens/Multimedia demonstration slides, Interactive online tools etc.) while teaching	Digital class room & ICT class room are regularly used for teaching.
11	The knowledge from the course can be applied to solve real life/industry specific problems/societal needs.	Students are engaged in industry related project by their project guides.
12	The overall quality of teaching-learning process of this subject is very good.	Students are advised to gather knowledge by continuous learning for sustainable development.



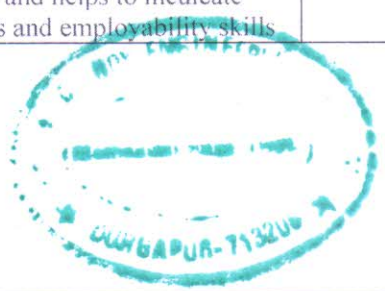
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Semester End feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	The overall syllabus coverage in the class is to an extent of	Special classes are arranged to cover maximum syllabus.
2	Teachers are prepared for the classes	Teachers are encouraged to participate in various FDPs, Conferences, Workshops, Seminars to enhance their skills.
3	Communication of the teachers in the class and outside the class is	During class hour teachers interact with students to clear their doubts. Faculty members are co-operative, helpful beyond class hours.
4	Overall learning environment in the classes and laboratories is	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
5	Fairness of the internal evaluation process by the teachers is	Continuous assessment are conducted as per the university guidelines.
6	The performance in internal evaluations and laboratory experimentation is discussed with the students	Subject teachers identify weak students and pay special attention to them in remedial class.
7	The teaching and mentoring process in the department supports the development of your cognitive, social and emotional growth.	Students are always under the guidance of mentors from first year.
8	Teachers inform students about expected competencies course outcomes, programme outcomes and overall system of outcome based education (OBE).	Lesson plan is shared with the students in the beginning of each semester.
9	Your mentor interacts with you to encourage on your strengths and counsel you to overcome your weakness by identifying them.	Regular counseling is done by mentors for their overall development.
10	The teachers illustrate the concepts through examples and applications and use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	Teachers explain different topics through examples and practical applications, often use computer aided method while teaching, also encourage students to participate and think in innovative way.
11	The institute takes active interest in promoting internship, field visit, organizes workshop/seminar/extracurricular/co-curricular activities and helps to inculcate soft skills, life skills and employability skills	Conduction of internship, Industry visit, workshop, seminar, conference are regular practice of the institute.



	for the holistic development of the students.	
12	Percentage of teachers using ICT tools such as LCD projector, multimedia etc. while teaching.	Digital class room is regularly used for teaching.

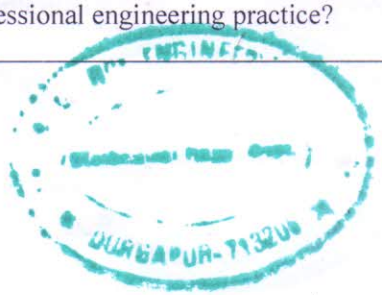
DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE :06.08.2025

Action taken report for the Program End feedback
for AY 2024 -25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	Have you developed the ability to apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization for the solution of complex engineering problems?	Students are engaged in projects from first year onwards in different areas according to current needs.
2	Are you able to identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences?	Innovative projects related to the industry are taken up in the IDEA Lab where students can apply their skills.
3	Did you attain the ability of designing solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations?	Students are involved in design new systems considering social, economic, and environmental issues by following different norms.
4	Are you able to apply research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions?	Students are involved in various projects under the guidance of faculties and published papers in reputed journals.
5	Have you developed the ability to create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations?	Various workshop conducted on Python, Ansys & Creo to improve the software skill of students.
6	Can you apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice?	Lecture from entrepreneurs, management schools or spiritual leaders is arranged frequently in the institute premises for the benefit of students.



7	Are you able to understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and the need for sustainable development?	Special lecture & grooming classes are conducted in training & placement cell.
8	Do you apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice?	Students are encouraged to enroll in MOOCs courses related to ethics and principles.
9	Are you able to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings?	Necessary trainings are given by the TPO instigate their leadership quality and communication skills.
10	Can you communicate effectively on complex engineering activities with the engineering community and with the society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions?	Students are encouraged to think and provide new solutions while doing projects. They are also encouraged to participate in various conferences along with their guides.
11	Are you able to Demonstrate knowledge and understanding of the engineering and management principles and apply these to ones work, as a member and leader in a team, to manage projects and in multidisciplinary environments?	Institute is encouraging for multidisciplinary projects where students from different department can work as a team and apply their ideas.
12	Will you be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change?	Students are advised to gather knowledge by self-learning for sustainable development.

DR . B .C. ROY ENGINEERING COLLEGE, DURGAPUR
MECHANICAL ENGINEERING DEPARTMENT

DATE : 06.08.2025

Action taken report for Satisfaction Survey feedback given by students for AY 2024-25

Based on the online feedback from student of ME department, the action taken are illustrated in the following table:

S. No	FEED BACK STATEMENT	ACTION TAKEN
1	How much of the syllabus was covered in the class	Special classes are arranged to cover maximum syllabus.
2	How well did the teachers prepare for the classes	Teachers are encouraged to participate in various FDPs, Conferences, Workshops, Seminars to enhance their skills.
3	How well were the teachers able to communicate	During class hour teachers interact with students to clear their doubts. Faculty members are co-operative, helpful beyond class hours.
4	The Teacher's approach to teaching can best be described as	Faculties explain different topics through examples, practical applications in laboratory and through video clips.
5	Fairness of the internal evaluation process by the teachers	Continuous assessment are conducted as per the university guidelines.
6	Was your performance in assignments discussed with you	Subject teachers identify weak students and pay special attention to them in remedial class.
7	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students	Conduction of internship, Industry visit, workshop, seminar, conference are regular practice of the institute.
8	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth	Regular counseling is done by mentors and teachers.
9	The institution provides multiple opportunities to learn and grow	Teachers always encourage students to participate in various seminars, conference, project etc.
10	Teachers inform you about your expected competencies, course outcomes and programme outcomes	Lesson plan is shared with the students in the beginning of each semester.
11	Your mentor does a necessary follow-up with a assigned task to you	Students are under the guidance of their respective mentor for overall growth.
12	The teachers illustrate the concepts through examples and applications	Teachers explain different topics through examples and practical applications.

13	The teachers identify your strengths and encourage you with providing right level of challenges	During regular interaction with students teachers identify their strengths and place them in suitable project groups under the guidance of faculties.
14	Teachers are able to identify your weaknesses and help you to overcome them	After every CA weak students are identified and motivated accordingly.
15	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	Reviews are collected and action plan is made for quality improvement.
16	The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences	Teachers explain different topics through examples and practical applications, often use computer aided method while teaching, also encourage students to participate and think in innovative way.
17	Teachers encourage you to participate in extracurricular activities	Tech fest, cultural fest, sports are regularly organized in college.
18	Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work	Students are specially trained in TPO cell as per the industry needs. Industry persons are invited regularly so that students can interact freely with them and gain knowledge regarding the skills needed.
19	What percentage of teachers use ICT tools such as LCD projector, multimedia etc. while teaching.	Digital class room & ICT class room are regularly used for teaching.
20	The overall quality of teaching-learning process in your institute is very good	Placement record for every year is satisfactory.

12/5t DAC meeting held on 05.08.2025. at Dept Library.

Agenda -

1

Member present

Signature

(1) Dr chandan chattoraj. 5/8/2025
(2) Dr. Kanchan Chatterjee. 5/8/25
(3) Dr. Subrata Samanta. 05.08.2025
(4) Dr. Arijit Banerjee. 05.08.25
(5) Dr. Manoj Kundu. 05/08/2025
(6) Dr. Rupali. 05/8/25
(7) Dr S.C. Moi -
(8) Dr Rajeev Ranjan - 05.08.25
(9) Dr. P.K. Mandal - 05/08/25
(10) Prof Subhajit Bhattacherya
(11) Dr. Suman Karmakar - 05/08/25.
(12) Prof Chitta Sahana. 5/8/25
(13) Prof Siddhartha Bhowmick.
(14) Prof Arka Banerjee. 5/8/2025
(15) Prof Rakesh Biswas -
(16) Prof Deepak Kumar -
(17) Prof Koushik Chatterjee. 05/8/25

Gmail suman bhattacharjee <suman.bhattacharjee@bcrec.ac.in>

A departmental meeting will be held on Wednesday (30.7.2025) from 3:00 pm onwards at OBE LAB 1.

moumita pradhan <moumita.pradhan@bcrec.ac.in> Mon, Jul 28, 2025 at 11:27 AM
To: suman bhattacharjee <suman.bhattacharjee@bcrec.ac.in>, "Mr. Debojyoti Saha" <debajyoti.saha@bcrec.ac.in>, dinesh pradhan <dinesh.pradhan@bcrec.ac.in>, "Prof. Md. Keramot Hossain Mondal" <keramot.hossain@bcrec.ac.in>, "Prof. Manas Kumar Roy" <manas.roy@bcrec.ac.in>, "Prof. Priyanka Roy" <priyanka.roy@bcrec.ac.in>, "Prof. Prabal Kumar Sahu" <prabal.sahu@bcrec.ac.in>, santanu goswami <santanu.goswami@bcrec.ac.in>, ram prasad Chakraborty <durgapurblog@gmail.com>, "Mr. Basudev Chakraborty" <basudev.chakraborty@bcrec.ac.in>, moumita pradhan <moumita.pradhan@bcrec.ac.in>, sugata.ghoshdatta@bcrec.ac.in

Respected Sir/Madam,
A departmental meeting will be held on Wednesday (30.7.2025) from 3:00 pm onwards at OBE LAB 1.

The agenda of the meeting is as follows:

Agenda of the meeting

1. ATR on Student feedback.
2. Re-orientation of different committees of the IT department.
3. Finalization of syllabus from 3 rd semester to 4 th semester students under autonomy.
4. Progress of B.Tech Projects (Standing agenda).
5. Continuous maintenance of documentation for accreditation and other purposes (Standing agenda).
6. Identify the deficiencies in Graduate Attributes, weak and strong students and corresponding remedial actions (Standing agenda).
7. Any other agenda raised by committee members for discussion.

All faculty members and staff members are requested to attend the meeting.

Thanking you
Dr. Moumita Pradhan
(Convener of DAC / PAQIC)

Department of Information Technology
Dr. B. C. Roy Engineering College Durgapur

Action Taken Report

Academic Year **2024-2025**

A DAC/PAQIC meeting was convened on 30th July 2025, at 03:00 pm in IT OBE LAB-1, to deliberate on the Action Taken Report, drawing from the feedback on academics, facilities, and program end feedback for the Academic Year **2024-2025** EVEN Semester. The feedback was submitted on the college website online by 129 students of the department. Based on the aforesaid feedback of the students of the department and considering related aspects for the overall benefit of the students, the following actions were taken:

Summary of Findings

1. The Program End Survey evaluated student attainment across 12 key Course Outcomes (COs). While the majority responses indicated satisfaction ("Agree" and "Strongly Agree"), certain COs revealed **more than 6% combined disagreement**, suggesting areas for improvement.
2. Institutional Engagement (Internship, Soft Skills etc.) Moderate levels of satisfaction (~50%).

Actions Taken

Introduced dedicated modules on research methodologies, data interpretation using tools like R/Python, and experiment design frameworks.

1. Embedded case studies and capstone projects focused on real-world societal challenges and sustainable technologies.
2. Rolled out student-led magazines to encourage self-directed learning and technology awareness.
3. Introduced monthly seminars with industry experts focusing on team dynamics and stakeholder communication.
4. In addition to that the Department has initiated weekly syllabus tracking via ERP dashboards.
5. Collaborated with Training & Placement Cell to host **internship orientation sessions** and **soft skill modules**.

Through these targeted actions—spanning curriculum updates, pedagogy, skills workshops, and infrastructure enhancements—we aim to address the identified gaps and elevate overall student satisfaction. Continuous monitoring and adaptive feedback loops will ensure sustained quality improvement in learning outcomes.

DEPARTMENT OF INFORMATION TECHNOLOGY

Departmental Academic Council (DAC) meeting held on 30-07-2025 at 3.00 PM onwards OBE lab1.

SL NO	NAME	SIGNATURE
1	Dr. Suman Bhattacharjee (HOD)	
2	Dr.Dinesh K. Pradhan	
3	Dr. Moumita Pradhan	
4	Prof. Prabal Kumar Sahu	
5	Prof. MD Keramot Hossain Mondal	
6	Prof. Manas kumar Roy	
7	Prof. Priyanka Roy	
8	Prof. Ram Prasad Chakraborty	
9	Mr. Santanu Goswami	
10	Mr. Debajyoti Saha	
11	Mr.Basudev Chakraborty	
12	Sugata Ghoshdatta	

DR.B.C.ROY SOCIETY ENGINEERING

Dr. B. C. ROY ENGINEERING COLLEGE, DURGAPUR
(An Autonomous Institution Affiliated to MAKAUT, WB & Approved by AICTE)
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E-mail : info@bcrec.ac.in ● Website : www.bcrec.ac.in

CELEBRATING 25 Years

Ref: BCREC/ EE/DAC/MOM/79 **Date: 08/08/2025**

Minutes of Meeting of Departmental Academic Committee held in Room 117 from 4:00 PM on 8.8.2025

A Special DAC meeting took place to discuss and finalize the Action Taken Report based upon Program End Feedback (Exit Survey), Student Satisfaction Survey, Feedback on Academics (Even Semester) and Feedback on Facilities taken for the Academic Year 2024-25.

Sl. No.	Name of the Faculty	Signature
1	Dr. Shibendu Mahata (Chairman)	8/8/2025
2	Dr. Sumit Banerjee	8/8/25
3	Dr. Arindam Mondal	
4	Dr. Susanta Dutta	8/8/25
5	Dr Dola Sinha	8/8/25
6	Dr. Tapan Kumar Chattopadhyay	8/8/25
7	Dr. Bijoy Laxmi Koley	BKoley 8/8/25
8	Dr. Ritu Rani De Maity	08/08/25.
9	Dr Kamalika Tiwari	8/8/25
10	Dr. Sanjoy Kumar Saha	8/8/25
11	Dr. Soumen Mallick	08/08/25
12	Dr. Tushnik Sarkar	8.8.25
13	Dr. Sourav Paul	8/8/25
14	Dr. Chandan Paul	
15	Dr. Sneha Sultana	8/8/25.
16	Dr. Kingsuk Majumdar	2025/08/08
17	Dr. Soham Dey	08/08/2025
18	Dr. Snehashis Ghoshal	8/8/25
19	Mou Das Mahapatra	08/08/25
20	Sunil Kumar Choudhary	08/08/25
21	Basudeb Mondal	8.8.25
22	Saradindu Mondal	8/8/25.
23	Siddhartha Ghosh	
24	Adhit Roy	8/8/25

B. C. ROY ENGINEERING COLLEGE ★ DR. Durgapur

Action Taken Report based on Program End Survey

Total number of EE students participated in the survey: 84

1. *Have you developed the ability to apply the knowledge of Mathematics, Science, Engineering fundamental, and an engineering specialization for the solution of complex engineering problems?*

Feedback received: Approx. 10% of the students disagreed.

Action Plan:

A. Offer bridge courses & more remedial classes.

B. Faculties will put more emphasis on applied problems in lectures & tutorials.

2. *Are you able to identify formulate, research literature, and analysis Complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences?*

Feedback received: Approx. 7% of students disagreed.

Action Plan:

A. Problem based learning assignments to be enhanced.

B. More technical seminars and literature review sessions to be added.

3. *Did you attend the ability of designing solutions for Complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration or public health and safety, and cultural societal, and environmental considerations?*

Feedback received: Approx. 12% of students did not agree.

Action Plan:

A. Project rubrics will include public health, societal & environmental factor.

B. Guest lectures on sustainable design practices will be introduced.

4. *Are you able to apply research best knowledge and research methods including design of experiments analysis and interpretation of data and synthesis of the information to provide valid conclusions?*

Feedback received: Approx. 17% of students disagreed.

Action Plan:

A. Research methodology workshops will be introduced.

B. Training using Python, MATLAB for data analysis to be conducted.

5. *Have you developed the ability to create, select and apply appropriate techniques, resources and modern engineering and IT tools including prediction and modelling to Complex engineering activities with an understanding of the limitations?*

Feedback received: Approx. 12% of students disagreed.

Action Plan:

A. Laboratories to be upgraded with latest softwares (incl. open-source).

B. Tool training sessions to be organized in labs.

6. *Can you apply reasoning inform by the contextual knowledge to assesses societal health safety legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice?*

Feedback received: Approx. 16% of students disagreed.

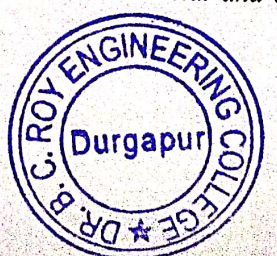
Action Plan:

A. Case-study based teaching on societal and legal responsibilities to be added.

B. Sessions on safety codes and ethics to be added.

7. *Are you able to understand the impact of professional engineering solution in societal and environmental contexts and demonstrate the knowledge of, and the need for sustainable development?*

Feedback received: Approx. 11% of students disagreed.



Action Plan:

A. Seminar on UN SDGs & green engineering to be incorporated.

B. Projects will be encouraged to include sustainability components.

8. *Do you apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice?*

Feedback received: Approx. 17% of students disagreed.

Action Plan:

A. Professional ethics case studies are to be added.

B. Mock ethical review panels to be held as a part of training.

9. *Are you able to function effectively as individual and as a member or leader in diverse teams and in multidisciplinary settings?*

Feedback received: Approx. 12% of students disagreed.

Action Plan:

A. Interdisciplinary mini projects will be introduced.

B. Peer evaluation to be incorporated into team work rubrics.

10. *Can you communicate effectively on complex engineering activities with the engineering community and with the society at large such as being able to comprehend and right effective reports and design documentation, make effective presentations and give and receive clear instruction?*

Feedback received: Approx. 9% of students disagreed.

Action Plan:

A. More emphasis on report writing & presentation skills development.

B. More students-led seminars and paper/poster presentations to be encouraged.

11. *Are you able to demonstrate knowledge and understanding of the engineering and management principles and apply these to once work, as a member and leader in a team to manage projects and multidisciplinary environments?*

Feedback received: Approx. 8% of students disagreed.

Action Plan:

A. Project management training tools like GANTT charts, AGILE, to be introduced.

B. Project documentation to include budget and team roles.

12. *Will you be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change?*

Feedback received: Approx. 10% of students disagreed.

Action Plan:

A. MOOCs Participation to be made mandatory.

B. NPTEL, COURSERA participation to be encouraged.

Action Taken Report based on Student Satisfaction Survey

Total number of EE students participated in the survey: 184

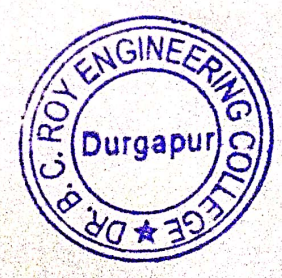
1. *How much of the syllabus was covered in the class?*

Feedback received: Approx. 20% students mentioned that syllabus covered was less than 70%.

Action Plan:

A. Faculty members will be asked to submit mid-sem & end sem syllabus coverage reports.

B. Special remedial classes arrangement for subjects lagging in coverage.



2. *How well did the teachers prepare for the classes?*

Feedback received: Approx. 19% students were dissatisfied.

Action Plan:

A. FDP to be incorporated rigorously to improve pedagogical skills.

B. Random inspection by HOD of classroom teachings.

3. *How well were the teachers able to communicate?*

Feedback received: About 80% found it effective.

Action Plan:

A. Specific training sessions for faculty on classroom concern & student engagement.

B. Adopt explanation based on linguistic diversity of learners.

C. Faculty encouraged to use animations, simulation, visual aids, etc.

D. Mid-sem feedback collection from students.

4. *The teacher's approach to teaching can best be described as*

Feedback received: 95.11% in good to excellent range. This suggests a very positive feedback on the part of the department.

5. *Fairness of the internal evaluation process by the teachers.*

Feedback received: About 22% of the students expressed concern on this issue.

Action Plan:

Random cross-verification of answer scripts will be carried out by HOD.

6. *Was your performance in assignments discussed with you?*

Feedback received: About 26% were dissatisfied.

Action Plan:

A. Mandatory for faculties to discuss the performance on each assignment.

B. Faculties to allocate dedicated class hours to discuss model answers & common mistakes.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Feedback received: About 24% reported limited exposure.

Action Plan:

A. Spoken Tutorials based internship opportunity to be explored.

B. Collaborations to be initiated with local industries/MSMEs.

C. Dedicated Whatsapp group to inform students of internship opportunities.

D. To sign MOUs with Startups/MSMEs.

8. *The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.*

Feedback received: 24% expressed moderate or lower satisfaction level.

Action Plan:

A. Regular mentorship meetings once every two weeks with documentation.

B. Soft skills training to be imparted rigorously.

9. *The institution provides multiple opportunities to learn and grow.*

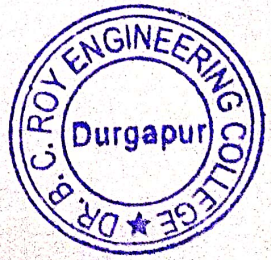
Feedback received: 75% agreed.

Action Plan:

Opening of clubs, chapters (professional society), etc., to be done.

10. *Teachers inform you about your expected competencies, course outcomes and programme outcomes.*

Feedback received: 25% expressed scope for improvement.



Action Plan:

A. CO, PO – shared in labs, classrooms, LMS.

B. Explain COs at the beginning of each course.

11. *Your mentor does a necessary follow-up with an assigned task to you.*

Feedback received: 25% expressed scope for improvement.

Action Plan:

A. Mentoring logbooks updates must be done by faculty during meetings.

B. Monthly status reports evaluated by HOD.

12. *The teachers illustrate the concepts through examples and applications.*

Feedback received: 22% expressed inconsistency.

Action Plan:

A. Outcome & application-based teaching to be encouraged.

B. More emphasis on real-world applied in course delivery.

13. *The teachers identify your strengths and encourage you with providing right level of challenges.*

Feedback received: 27% expressed minimal/partial engagement.

Action Plan:

A. Faculty mentors to note key strengths & track student.

B. Students will be encouraged to participate in hackathons, model exhibitions & competition.

C. Differentiated coursework for advanced learners.

14. *Teachers are able to identify your weaknesses and help you to overcome them.*

Feedback received: 30% expressed sometimes or lower response.

Action Plan:

A. Faculty mentors to be more actively engaged in identifying weaknesses.

B. To arrange more remedial classes, assignments/doubt clearing sessions.

15. *The institution makes effort to engage students in monitoring, review and continuous quality improvement of the teaching learning process.*

Feedback received: 22% remained neutral/dissatisfied.

Action Plan:

A. Improve students' involvement through various initiatives.

B. Include more students in decision making bodies.

16. *The institute/teachers use student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhancing learning experiences.*

Feedback received: About 23% felt need for improvement.

Action Plan:

A. Provide workshops on active learnings techniques like flipped classroom and case studies.

B. Encourage sharing of best practices among teachers to bridge gaps in implementation.

C. Encourage faculty to design more problem solving activities and hands on task across all subjects.

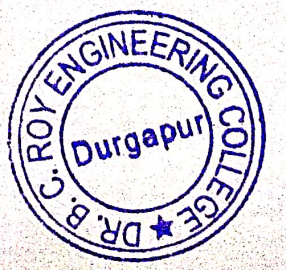
17. *Teachers encourage you to participate in extracurricular activities.*

Feedback received: 10% actively disagree.

Action Plan:

A. Mentoring improvements.

B. Formation of different clubs and participation rewards.



18. *Efforts made by institute and teachers to improve employability skills.*

Feedback received: About 26% felt need for improvement.

Action Plan:

A. Expand soft skills training across different semesters.

B. Include group activities, interviews & presentations.

C. Involve industries professional in training sessions.

D. Students clubs on skill building, leadership & public speaking.

E. More emphasis on career counselling, soft skills development, etc.

19. *What percentage of teachers use interactive teaching tools.*

Feedback received: About 36% gave a moderate to low rating.

Action Plan:

A. ICT usage to be made compulsory.

B. Ensure all class rooms are equipped with ICT tools.

C. Encourage tech savvy faculty to mentor other colleagues.

20. *The overall quality of teaching learning process in your institute is very good.*

Feedback received: 6% disagreed.

Action Plan:

A. To encourage active learning through GD, case study, flipped class room, experiential learning through simulation and projects, real world problem solving.

B. To encourage MOOCs classes, better mentor-mentee interaction, classes by industry experts, and focus on interdisciplinary projects.

Action Taken Report based on Feedback on Academics (Even Sem 2024-25)

Total number of 2nd semester students participating in the survey: 29

Total number of 4th semester students participating in the survey: 79

Total number of 6th semester students participating in the survey: 41

Total number of 8th semester students participating in the survey: 83

Some concerns were raised by students on the following points. The necessary plan of action to improve upon these issues are the following:

1. *Overall syllabus coverage.*

Feedback received: Approx. 25% (6th sem) and 17% (4th sem) students, respectively, mentioned lesser than 50% syllabus coverage.

Action Plan:

A. Faculty members will be asked to submit mid-sem & end sem syllabus coverage reports.

B. Special remedial classes arrangement for subjects lagging in coverage.

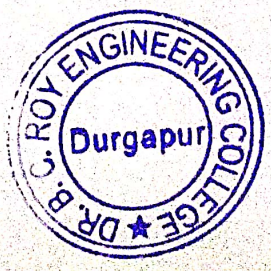
2. *Preparation of teachers for conducting the classes.*

Feedback received: Approx. 15% sixth semester students were dissatisfied.

Action Plan:

A. FDP to be incorporated rigorously to improve pedagogical skills of teachers.

B. Random inspection by HOD of classroom teachings.



3. Communication of *teachers inside and outside the classroom.*

Feedback received: About 22% found it just or not satisfactory.

Action Plan:

A. Specific training sessions for faculty on classroom concern & student engagement.

B. Adopt explanation based on linguistic diversity of learners.

C. Faculty encouraged to use animations, simulation, visual aids, etc.

D. Mid-sem feedback collection from students.

4. *Discussion on Performance in internal evaluations and laboratory experimentation.*

Feedback received: About 30% (sixth semester) were dissatisfied.

Action Plan:

A. Mandatory for faculties to discuss the performance on each assignment.

B. Faculties to allocate dedicated class hours to discuss model answers & common mistakes.

5. *The teaching and mentoring process in the department supports the development of your cognitive, social and emotional growth.*

Feedback received: 28% (sixth sem) and 21% (fourth sem) expressed moderate or lower satisfaction level.

Action Plan:

A. Regular mentorship meetings once every one/two weeks with documentation.

B. Soft skills training to be imparted rigorously.

6. *Teachers inform you about your expected competencies, course outcomes and programme outcomes.*

Feedback received: 30% (sixth sem) students opined occasionally/rarely.

Action Plan:

A. CO, PO – shared in labs, classrooms, LMS.

B. Faculties will explain COs at the beginning of each course/module.

7. *Your mentor does a necessary follow-up with an assigned task to you.*

Feedback received: 30% (sixth semester) expressed scope for improvement.

Action Plan:

A. Mentoring logbooks updates must be done by faculty during meetings.

B. Monthly status reports evaluated by HOD.

8. *The teachers illustrate the concepts through examples and applications.*

Feedback received: 25% (sixth semester) expressed inconsistency.

Action Plan:

A. Outcome & application-based teaching to be encouraged.

B. More emphasis on real-world applied in course delivery.

9. *Teachers are able to identify your weaknesses and help you to overcome them.*

Feedback received: 30% expressed sometimes or lower response.

Action Plan:

A. Faculty mentors to be more actively engaged in identifying weaknesses.

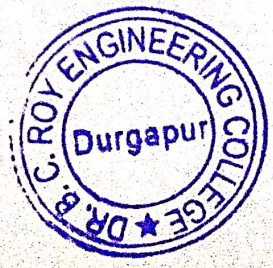
B. To arrange more remedial classes, assignments/doubt clearing sessions.

10. *What percentage of teachers use ICT tools.*

Feedback received: About 30% gave a moderate to low rating.

Action Plan:

A. ICT usage to be made compulsory.



B. Ensure all class rooms are equipped with ICT tools.

C. Encourage tech savvy faculty to mentor other colleagues.

Action Taken Report based on Feedback on Facilities

Based on the feedback received, the following facilities need improvement. The following measures will be taken for improvements:

1. **Cleanliness and Hygiene**:

   Feedback received: About 13% (2nd sem), 10% (4th sem), 3% (6th sem) and 6% (8th sem) considered it poor.
   Action Plan: Classrooms and laboratories are to be cleaned on a daily basis.

2. **Internet Facility**:

   Feedback received: About 25% (2nd sem), 11% (4th sem), 13% (6th sem) and 6% (8th sem) considered it poor.
   Action Plan: Matter will be raised with the System Administrator for further improvements.

3. **Library Facility**:

   Feedback received:
   Action Plan: Magazines will be incorporated in the departmental library.

Saradindu Mondal. 8/8/25

Prof. Saradindu Mondal

Convenor DAC

8/8/2025

Dr. Shibendu Mahata

HOD, EE

DR. B. C. ROY ENGINEERING COLLEGE ★ Durgapur

Dr. B C Roy Engineering College
Department of Electronics and Communication Engineering

Ref: BCREC/ECE/DAC/MoM/EVEN/25/08/04
Date: 04/08/2025

The Action Taken Report (ATR) for the academic year 2024-25 (EVEN) highlights the efforts undertaken by the ECE Department to address the key findings from the student feedback. Through targeted actions, such as the enhancement of extracurricular opportunities, improved mentorship programs, and the integration of real-world applications into the curriculum, significant progress has been made in addressing student concerns and fostering an enriched learning environment. These initiatives reflect the department's commitment to continuous improvement and holistic development.

To ensure sustained progress, further recommendations have been proposed, focusing on infrastructure upgrades, stronger industry connections, and consistent feedback mechanisms. The department remains dedicated to implementing these measures, strengthening the academic experience, and supporting student aspirations.

Report of the Special DAC Meeting
Held on: 04-08-2025
Venue: Advanced Prototype Lab

The Department Advisory Committee (DAC) convened to discuss the student feedback for the academic year 2024-25 and the subsequent action taken to address identified areas for improvement. The meeting concluded with the unanimous approval of the ATR and the proposed recommendations for sustained development.

Course-End Feedback Analysis and Action Taken Report (ATR)

1. Overview

The Course-End Feedback was collected and analysed across all semesters in the Electronics and Communication Engineering (ECE) Department for the Even Semester of 2024–25. The survey focused on multiple aspects of the academic process, including teaching quality, syllabus completion, evaluation fairness, and student engagement. This report summarizes the key findings and outlines actionable interventions implemented by the department.

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2. Key Feedback Summary

2.1 Strengths Identified

Parameter	Key Observation	% Positive Response
Syllabus Coverage	Majority of students confirmed completion between 85% and 100%.	**85%**
Teaching Approach	Rated "Excellent" or "Very Good" across faculty members.	**80%+**
Engagement & Communication	Students appreciated regular performance-related discussions.	**78%**
Overall Teaching-Learning Process	Strong satisfaction with the teaching-learning environment.	**75%**

2.2 Areas Needing Improvement

Area	Observation	% Positive Response
Fairness in Evaluation	Though 80% found it fair, several students noted unclear criteria in some courses.	**80%**
Use of Examples & Illustrations	Need for improved concept demonstration through real-life applications.	**70%**
Extracurricular Encouragement	First-year students felt the structure for non-academic involvement was insufficient.	**65%**

3. Actions Taken

3.1 Strengthening Teaching and Learning

- Introduced **case studies**, **problem-based learning**, and **industry scenarios** during lectures.
- Deployed **MATLAB**, **Simulink**, and domain-specific simulation tools in higher-semester labs.

3.2 Streamlining Evaluation Practices

- Conducted **faculty workshops** on clear articulation of evaluation rubrics.
- Implemented **standardized grading rubrics** for internal assessments and lab evaluations.
- Mandatory declaration of assessment criteria before each evaluation.

3.3 Improving Extracurricular Engagement

- Increased availability of **Xilinx Lab** and **Advanced Prototyping Lab** for student-led initiatives.
- Organized **hackathons**, **tech quizzes**, and **mini project expos** every alternate month.
- Initiated first-year **Induction Club Projects** to promote early exposure.

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3.4 Structured Performance Discussions

- Instituted **bi-semester one-on-one feedback sessions** between students and course instructors.
- Set up **mentorship groups** (faculty-to-student ratio of 1:10) for tailored academic guidance.

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4. Semester-Specific Highlights

Semester	Key Challenge	Action Taken
1st Semester	Lack of real-world context in foundational subjects.	Open lab sessions in **Basic Electrical Engineering** and **Engineering Drawing**. Mini Projects.
3rd Semester	Demand for modern tool integration in labs.	Updated practical's with **IoT kits**, **Raspberry Pi**, and **embedded modules**.
5th Semester	Industry relevance of course material.	Introduced **guest lectures** and **hands-on workshops** with industry experts.
7th Semester	Limited time for project guidance amid tight curriculum.	Allocated dedicated **weekly mentoring slots** for final-year project discussions.

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5. Recommendations

Area	Suggested Initiative
Mentorship Enhancement	Define measurable mentorship objectives tied to semester-wise milestones.
Industry Integration	Extend **MoUs with core companies** for internships and curriculum inputs.
Interactive Pedagogy	Introduce **AR/VR modules**, gamified simulations, and **interactive platforms**.
Feedback Loop	Conduct **mid-semester anonymous feedback** to allow timely corrective measures.

---

6. Summary Statistics (at a glance)

Parameter	Value
% Satisfied with Teaching	81%
% Satisfied with Syllabus Coverage	85%
% Calling Evaluation Fair	80%
% Want More Examples in Teaching	30%
% Want Better Extracurricular Scope	35%

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Semester-End Feedback Action Taken Report (ATR)

1. Overview

This Action Taken Report (ATR) summarizes the feedback received from students of the Electronics and Communication Engineering (ECE) Department for the Even Semester 2024–25. The report categorizes key observations into academic and facility-related themes, identifies critical challenges, and documents actions undertaken to improve the academic experience and campus infrastructure.

2. Key Feedback Summary

2.1 Academic Feedback

Parameter	Positive Response (%)	Observations / Challenges
Knowledge Acquisition	78%	12% felt uncertain about practical application of knowledge.
Mentorship & Counselling	80%	Inconsistencies noted in 2nd-year mentorship quality.
Pedagogy & Communication	85%	8% requested more interactive and participative classroom formats.
Communication Skill Gains	82%	Indication of growth, but requires reinforcement in some groups.

2.2 Facility Feedback

Facility Area	Positive Response (%)	Observations / Challenges
Laboratories & Libraries	65%+ rated Excellent/Very Good	Concerns about limited equipment and restricted access hours.
Hostel Hygiene & Amenities	67% rated Good or above	13% rated amenities Poor; 20% dissatisfied with hygiene.
Internet Access	Only 15% rated Excellent/Very Good	Noted as the lowest-rated area; poor connectivity in hostels.

3. Actions Taken

3.1 Academic Interventions

Initiative	Description
Mini-Projects & Lab Enhancement	Integrated hands-on mini-projects in the **Xilinx** and **Advanced Prototyping Labs**.
Real-Life Case Integration	Developed new **case-based assignments** for practical reinforcement of theoretical topics.

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Structured Mentorship Groups	Reduced batch sizes in mentorship groups; senior faculty assigned as mentors for consistency.
Faculty Pedagogy Workshops	Conducted internal workshops on **flipped classroom**, simulation-based learning strategies.
Interactive Lectures	Adopted visual aids, animations, and live simulations during classroom teaching.

3.2 Facility Improvements

Area	Action Taken
Laboratories	Purchased additional equipment; improved scheduling to increase accessibility.
Libraries	Extended operating hours and enabled **remote digital access to e-resources**.
Internet Services	Upgraded hostel and academic block routers; increased bandwidth allocation.
Connectivity Support	Launched dedicated **IT Helpdesk** for student internet issues.

4. Recommendations

Focus Area	Recommended Initiative
Continuous Monitoring	Conduct **mid-semester feedback rounds** to measure real-time response to actions taken.
Industry Collaboration	Expand **MoUs with industries** for internships, workshops, and expert sessions.
Digital Learning	Deploy **LMS platforms and e-learning content** for 24/7 access to learning materials.
Holistic Engagement	Organize regular **hackathons**, **coding competitions**, and **cultural fests** for all-round development.

5. Summary Snapshot

Metric	Value
Overall Academic Satisfaction	80.2%
Overall Facilities Satisfaction	68.5%
Internet Access Dissatisfaction Rate	41%
% of Students Seeking More Practical Learning	12%
% of Students Suggesting Interactive Pedagogy	8%

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Student Satisfaction Survey Report (SSS)(ATR)

1. Purpose of the Report

This Comparative Action Taken Report presents a structured review of the semester-end feedback received from students of the ECE Department, with focused insights across **Academic Delivery** and **Institutional Facilities**. The analysis emphasizes key observations and delineates corresponding remedial actions to strengthen teaching practices, infrastructure, and student support systems.

2. Academic Feedback: Comparative Analysis and Remedial Actions

Category	Key Observation	Corrective Action Implemented
Knowledge Acquisition	78% acknowledged gaining new knowledge; 12% unsure of its practical utility.	Introduced **mini-projects in core labs** to bridge theory and application.
Real-Life Problem Solving	76% could relate concepts to real-life issues; some pointed to insufficient exposure.	Implemented **case-based learning modules** and live demonstration sessions.
Industry Relevance	80% found the curriculum relevant; 20% wanted more alignment with emerging technologies.	Revised syllabi to include **IoT, AI, Embedded Systems**, and other current trends.
Mentorship & Counselling	80% rated it satisfactory; second-year students flagged inconsistency in guidance.	Restructured mentoring by **reducing mentor group sizes** and assigning **faculty year-wise**.
Learning Environment	82% found it positive; lower engagement noted in foundational subjects.	Introduced **AR/VR-enabled content** and gamified tools for foundational courses.
Communication Skills	85% felt improvement; 1st-year students sought more speaking opportunities.	Launched **workshops on public speaking** and regular debate clubs for early semesters.
Faculty Subject Expertise	85% rated faculty expertise highly; a few students wanted more real-world examples in class.	Conducted **faculty development sessions** to integrate industry examples and visual illustrations.
Teaching Pedagogy	85% found pedagogy effective; 15% requested more engaging delivery methods.	Deployed **flipped classroom strategies** and **simulation-based teaching** platforms.

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3. Facilities Feedback: Comparative Analysis and Remedial Actions

Category	Key Observation	Corrective Action Implemented
Classroom Infrastructure	67% rated classrooms positively; a few reports on outdated infrastructure.	Upgraded classrooms with **ergonomic seating, better ventilation, and enhanced AV setups**.
Laboratory Facilities	69% expressed satisfaction; some highlighted delays due to limited equipment.	**Procured new lab kits**, increased redundancy, and **extended lab access hours**.
Library Access	70% found resources adequate; requests received for longer hours and more e-books.	**Extended operating hours**, added **digital journal subscriptions** and access to online databases.
Hostel Amenities	30% rated as Poor/Good; hygiene and room conditions were commonly mentioned.	Initiated **refurbishment drive**, installed **water purifiers**, and improved **cleaning frequency**.
Campus Cleanliness	20% expressed dissatisfaction, especially for hostel and communal spaces.	Appointed **additional housekeeping staff**, began **weekly cleanliness audits**, and waste bins installed.
Canteen Services	15% rated food quality as poor.	Reviewed vendor performance, **modified menu based on student polls**, and ensured hygiene compliance.
Internet Connectivity	20% faced connectivity issues, mainly in hostels.	Upgraded to **high-speed routers**, expanded bandwidth, and launched an **on-call IT helpdesk**.

4. Continuous Improvement Plan

Focus Area	Follow-up Strategy
Academic Effectiveness	Mid-semester feedback and rapid cycle improvements based on student responses.
Curriculum Modernization	Periodic curriculum revision involving **industry stakeholders** and **academic advisory boards**.
Mentorship Quality	Semester-wise **mentor-mentee performance tracking** and training sessions for mentors.
Facility Upkeep & Monitoring	Monthly review of facilities, student satisfaction tracking, and **infrastructure health audits**.
Digital Learning Ecosystem	Roll-out of **LMS platforms**, e-content repositories, and hybrid resource access mechanisms.

Dr. Mrinmoy Chakraborty
Associate Professor, ECE
HOD, ECE

Head
Dept. Electronics & Comm. Engg.
Dr. B. C. Roy Engineering College
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Dr. B. C. Roy Engineering College, Durgapur			
Department of ECE			
DAC meeting attendance			
Date: 04.08.2025		Time: 4:30 P.M.	Venue: Advanced Prototype Lab.
Sr. No.	**Name of the faculty members**	**Designation**	**Signature**
1	Dr. Mrinmoy Chakraborty, HoD	Associate Professor	
2	Dr. Khondekar Mofazzal Hossain	Professor	
3	Dr. Tapas Mondal	Associate Professor	
4	Dr. Aloke Saha	Associate Professor	
5	Dr. Tribeni Prasad Banerjee	Associate Professor	
6	Dr. Abhijit Banerjee	Associate Professor	
7	Ms. Keka Hajra	Assistant Professor	
8	Ms. Dipta Chaudhuri	Assistant Professor	
9	Dr. Aritra Bhowmik	Assistant Professor	
10	Dr. Anirban Chattopadhyay	Assistant Professor	
11	Dr. Debipriya Dutta	Assistant Professor	
12	Ms. Moutusi Mondal	Assistant Professor	
13	Mr. Nilkamal Bhunia	Assistant Professor	
14	Dr. Ankita Mitra	Assistant Professor	
15	Mr. Pradipta Sarkar	Assistant Professor	
16	Dr. Anup Kumar Das	Assistant Professor	
17	Mr. Surajit Batabyal	Assistant Professor	
18	Ms. Subhadra Debroy	Assistant Professor	
19	Mr. Moloy Mukherjee	Assistant Professor	
20	Mr. Samujjwal Ray	Assistant Professor	
21	Mr. Soumendra Pain	Assistant Professor	
22	Dr. Ramkrishna Rakshit (Visiting Faculty)	Assistant Professor	
23	Mr. Santanu Roy	Sr. Technical Assistant	
24	Mr. Samar Nath Rajak	Sr. Technical Assistant	04/08/25
25	Ms. Dolan Das	Sr. Technical Assistant	D.D
26	Mr. Sonatan Dutta	Technical Assistant	
27	Mr. Sukanta Mukherjee	Supervisor	Sukanta Mukherjee
28	Mr. Tapas Roy (DAC Co-convenor)	Assistant Professor	
29	Dr. Sourav Moitra (DAC Convenor)	Associate Professor	

Head
Dept. Electronics & Comm. Engg.
Dr. B. C. Roy Engineering College
Durgapur

Dr. B. C. Engineering College, Durgapur
Department of CSE (Data Science)

Notice

Ref. CSE (DS)/DAC/MOM-II/AY/2024-25 **Date: 25/06/2025**

This is for information of all the concern that a meeting of the DAC will be held on 27th June, 2025 at HoD room (room number C207) of the main building from 02:30 PM-03:30 PM for analyzing the even semester (Fourth Sem and Sixth Sem) feedback for B. Tech batches 2023-27 and 2022-26 respectively. Furthermore, a report will be prepared on the possible remedial actions based on that analysis.

Dr. Chandan Bandyopadhyay

Dr. Chandan Bandyopadhyay
(Associate Prof. and HOD)
HOD, CSE (Data Science)

Head of the Department
Computer Science & Engineering (DS)
Dr. B. C. Roy Engineering College
Durgapur

DR. B. C. ROY ENGINEERING COLLEGE
Durgapur

Dr. B. C. Engineering College, Durgapur
Department of CSE(Data Science)

Minutes of Meeting

Ref. CSE(DS)/DAC/MOM-II/2024-25 **Date: 27/06/2025**

The DAC meeting was held in the HoD's room (Room Number: C207) on June 27, 2025 at 02:30 PM to address the end-of-semester (fourth and sixth semesters) feedback for the batches 2023-27 and 2022-26. Following the review of the comments made by the departmental students, the following observation report and an action taken report are generated.

Action taken report based upon the feedback on even sem. of AY 2024-25

A. The following statistics have emerged after analyzing the submitted students' feedback.

I. Semester Feedback Analysis for 4th Semester

1. **Syllabus Coverage**: 90.91% of students reported that the syllabus coverage was more than 70%, indicating reasonable coverage.
2. **Teacher Preparedness**: Around 90.48% students felt that the teachers were either thoroughly or satisfactorily prepared.
3. **Communication**: About 80.96% found teachers' communication always or sometimes effective.
4. **Learning Environment**: 80.96% found the environment excellent or very good.
5. **Evaluation Fairness**: 85.72% students marked internal evaluation as always or usually fair.
6. **Mentoring & Growth**: Around 90.48% students acknowledged positive impact from teaching and mentoring.
7. **ICT Tools Usage**: Majority (85.71%) indicated that ICT tools were used more than 60% of the time.

8. **Facilities (Classroom, Labs, Library, Hostel, Sports, etc.)**: Rated excellent/very good by over 70% students. Hostel and library facilities received relatively lower scores due to issues like overcrowding and noise.

II. Semester Feedback Analysis for 6th Semester

1. **Syllabus Coverage**: 93.75% of students noted syllabus completion above 70%.
2. **Teacher Preparedness**: 100% confirmed teachers were thoroughly or satisfactorily prepared.
3. **Communication**: 93.75% found communication always or sometimes effective.
4. **Learning Environment**: 93.75% rated it as excellent or very good.
5. **Evaluation Fairness**: 93.75% marked evaluations as fair.
6. **Mentoring & Outcome Awareness**: Over 85% affirmed teachers' mentorship and communication about course outcomes and expectations.
7. **ICT Tools Usage**: 100% of the students indicated ICT usage above 60%.
8. **Facilities**: Classrooms, labs, library, internet, and canteen facilities were rated as excellent or very good by over 85% of students.

III. Student Satisfaction Survey Analysis for 4th and 6th Semester

1. **Syllabus Coverage**: Around 75.61% students reported coverage above 70%.
2. **Teacher Preparedness**: Over 95% reported that teachers were satisfactorily or thoroughly prepared.
3. **Communication Effectiveness**: Around 85.36% found it always or sometimes effective.
4. **Mentoring Impact**: 70%+ students acknowledged teachers' role in their cognitive and emotional growth.
5. **Teaching Methods**: 78% confirmed usage of experiential and participative methods.
6. **ICT Tool Usage**: 73.17% of students marked ICT usage above 70%.
7. **Internship & Holistic Development**: 75.6% noted regular or often opportunities for internships, workshops, etc.
8. **Overall Teaching-Learning Process**: Over 65% strongly agreed or agreed about the quality of teaching-learning in the department.

B. The following remedial measures are being taken for improving the learning experiences of these students.

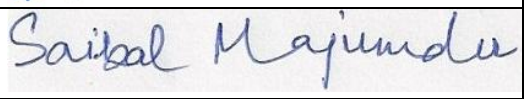
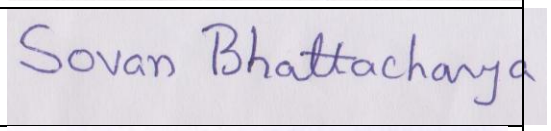
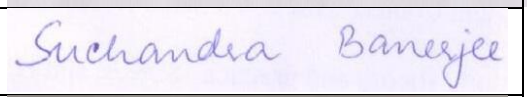
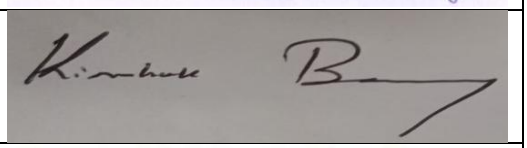
1. In order to effectively identify and help students through their academic and personal development needs, faculty mentors will provide mentoring sessions that are more consistently structured and will occur at regular intervals.
2. There will be specialized sessions scheduled in order to enhance the clarity and engagement of communication between teachers and students.
3. Reinforcement of course outcomes and required competencies through beginning-of-the-semester orientation and classroom discussions.
4. The instructors will introduce more immersive, participatory, and problem-solving approaches into the classrooms that have a greater integration of information and communication technology.
5. To guarantee that there is a more consistent discussion of the assignment and lab performance, as well as transparent internal evaluation standards, this initiative will be implemented.
6. Concerns regarding the cleanliness of the hostel, the hygiene of the canteen, and the sanitation of the water facilities shall be communicated to the appropriate administrative bodies in order to facilitate a timely settlement.
7. In order to facilitate holistic growth and ensure readiness for the industry, workshops will be arranged to cover topics such as communication skills, resume creation, and mock interviews.
8. In order to encourage practical experience, there will be an increase in the number of industry visits, seminars, and events based on projects.
9. Hackathons and online courses offered by NPTEL and MOOCs are only two of the various methods that students can improve their abilities in preparation for entering the job.
10. Participation in extracurricular activities such as National Service and Community Service, sports, yoga, martial arts, and other activities may assist children in developing in a holistic manner and receiving an education that is based on principles.
11. Students who are interested in pursuing further study are strongly urged to make advantage of the numerous resources that are made available by universities in

order to prepare for competitive examinations such as the GATE, CAT, and GRE.

12. We shall have a discussion with the appropriate parties about the potential enhancements that could be made to the hostel, sports facilities, and canteen facilities.

DAC members of the Department of CSE (Data Science), of Dr. B.C. Roy Engineering College have contributed to the development of the report.

Signatures of the participants of the DAC meeting held on June 27, 2025.

Sl. No.	**Name of Attendees**	**Designation of the Attendees**	**Signature of the Attendees**
1.	Prof. (Dr.) Chandan Bandyopadhyay	Associate Professor, HoD, CSE(DS)	
2.	Prof. (Dr.) Saibal Majumder	Assistant Professor, CSE(DS)	
3.	Prof. (Dr.) Sovan Bhattacharya	Assistant Professor, CSE(DS)	
4	Prof. (Dr.) Suchandra Banerjee	Assistant Professor, CSE(DS)	
5	Prof. Kinshuk Banerjee	Assistant Professor, CSE(DS)	
6	Prof. Banashree Chatterjee	Assistant Professor, CSE(DS)	

Dr. B. C. Roy Engineering College Durgapur
Department of CSE (Artificial Intelligence and Machine Learning)

Office Notice

Date: 28th July, 2025

A departmental meeting will be held on 30th July, 2025 at CSE(AIML) HoD room to discuss the following points.

1. Discuss the odd and even semester end feedback, Program End Feedback (Exit Survey), Course end feedback, Student Satisfaction Survey provided for AY 2024-25.
2. Any other relevant issues if there.

Saha

Prof. Biswajit Saha
Convener
Departmental Academic Committee
Department of CSE(AIML)
BCREC, Durgapur

Dr. B. C. Roy Engineering College Durgapur
Department of CSE (Artificial Intelligence and Machine Learning)

Ref: BCREC/CSE(AIML)/DAC/MOM-2/2025-26

Members present:

Dr. Gour Sundar Mitra Thakur	Associate Professor and HoD, CSE(AIML)
Prof. Biswajit Saha	Assistant Professor
Prof. (Dr.) Arnab Banerjee	Assistant Professor
Prof. Suman Dasgupta	Assistant Professor
Prof. Atin Mukherjee	Assistant Professor

Minutes of the Departmental Academic Council (DAC) Meeting held on 30/07/2025

A meeting was held on 30th July, 2025 at CSE(AIML) HoD room to discuss the odd and even Sem end feedback, Program End Feedback (Exit Survey), Student Satisfaction Survey provided for AY 2024-25. The feedback was taken online on the college website. 49 students of CSE(AIML) 1st year, 30 students from 2nd year, 21 students from CSE(AIML) 3rd year and 25 students from CSE(AIML) 4th year have given their feedback.

Action taken report based on semester end feedback on academics for AY 2024-25

Student feedback indicates that syllabus coverage met expectations across most courses. Learners successfully acquired new technical and scientific knowledge, which they are now able to apply effectively. The curriculum is generally perceived as well-aligned with current industry standards. Teaching methodologies, classroom delivery, and mentor–mentee interactions were rated as satisfactory.

Modern tools and equipment in the laboratories are considered adequate for academic and practical learning. However, students expressed a desire for more co-curricular and extracurricular opportunities. Expanding these activities could significantly enrich their overall educational experience and foster holistic development.

Following are some steps taken in this regard.

- Three high-end computers with a GPU are decided installed in the department to support complex projects.
- The department plans to host seminars and webinars led by industry professionals in Artificial Intelligence and related disciplines.
- All classrooms are planned to be ICT-enabled to enhance teaching and learning experiences.
- Students are encouraged to join at least one student chapter or club.

- Students are being exposed to modern AI and IoT tools to work on research and projects addressing real-world societal issues.
- Initiatives are in place to inspire students to participate in activities such as sports, NCC, NSS events, karate, and yoga sessions for their holistic development.
- The department will facilitate student-led workshops through local chapters to promote teamwork and stimulate innovative ideas.
- Students are motivated to participate in technical festivals and hackathons to apply their skills and concepts.

Action taken report based on semester end feedback on facilities for AY 2024-25

Student feedback reflects general satisfaction with institutional facilities, including classrooms, laboratories, internet access, hostel accommodations, canteen services, and water supply. Cleanliness and hygiene across the campus are also rated positively but it need further improvements. Students have also highlighted the need for improved internet connectivity.

Following actions are taken in this regard.

- A dedicated tutorial room has been allocated to support focused academic engagement.
- Central UPS systems have been installed in both laboratories to ensure uninterrupted power supply during practical sessions.
- Additional equipment has been procured to broaden students' exposure and strengthen research capabilities.
- Regular cleaning protocols have been reinforced for laboratories and classrooms to maintain hygiene standards.
- To address connectivity concerns, a dedicated Wi-Fi router and optical fiber connection are planned for implementation at the start of the next academic year.

Action taken report based on program end survey for AY 2024-25

Program end survey results indicate a highly positive outlook on the skills gained in their program. A significant majority of students, over 97% in some cases, "Strongly Agreed" or "Agreed" that they can apply core knowledge from math, science, and engineering, and can identify and analyze complex problems. This positive trend was consistent across all questions, including those on designing solutions, applying research, using modern tools, and understanding professional ethics.

These findings suggest the current curriculum is highly effective. The department can consider these strong results as a benchmark for. Although disagreement was minimal, a review of any negative feedback could still be valuable for continuous improvement.

Following actions may be taken in this regard:

- Use the high percentages of agreement as a benchmark to maintain the quality of education and curriculum
- A small percentage of students disagreed on their ability to apply knowledge of mathematics, science, and engineering fundamentals, and to apply research-based knowledge and use modern tools. The department could investigate these areas further.

Action taken report based on Student Satisfaction Survey for AY 2024-25

Students report a broadly positive learning experience, appreciating well-prepared classes, clear coverage of topics, effective use of examples, and supportive use of digital tools. They value faculty approachability and classroom engagement, while indicating that the department could offer more varied opportunities beyond regular lectures, stronger mentoring for academic and personal growth, and clearer pathways to build industry-ready skills.

Based on the feedback following actions are planned to be taken for further improvement:

- Organize short workshops and weekend mini-projects beyond coursework
- Set up small faculty–peer mentoring groups with regular interaction
- Increase project-based assessments with transparent rubrics
- Share teaching resources and ICT best practices across faculty
- Strengthen alumni and industry interactions for talks, internships, and visits

Action taken report based on overall course end feedback for AY 2024-25

Based on the course end surveys, the faculty members have demonstrated a commendable teaching-learning process. The students generally feel that the course relevance, syllabus coverage, and teaching approaches are strong, with a large proportion of students describing the teaching as excellent or very good. The classroom and lab sessions are perceived as engaging, and the teachers illustrate concepts with examples and applications. The internal evaluation processes are consistently viewed as fair, and teachers are seen as effective in identifying student strengths. There is also a recognition of the application of course knowledge to real-world problems and a positive overall assessment of the subjects.

To further enhance the educational experience, the following actions are being taken:

- Enhance student engagement in discussions of continuous assessments and practical continuous assessments to ensure all students feel their performance is adequately reviewed.
- Increase focus on identifying and helping students overcome their weaknesses, as this area was noted as having a greater scope for improvement.
- Explore additional ways to keep classroom and lab sessions consistently interactive for all students.
- Continue to evolve teaching methods by exploring and implementing a wider range of ICT tools beyond the usual for an even richer learning environment.
- Reinforce the connection between course concepts and their real-life applications to further solidify students' understanding of the course's value.

Signatures of the members present in the DAC meeting held on 30/07/2025

Sl No	Name of the faculty/TA	Signature
1	Prof. (Dr.) Gour Sundar Mitra Thakur	
2	Prof. Biswajit Saha	
3	Prof. (Dr.) Arnab Banerjee	
4	Prof. Atin Mukherjee	
5	Prof. Suman Dasgupta	

Dr. B. C. Engineering College, Durgapur

Department of Computer Science and Design

Notice

Ref. CSD/DAC/..... **Date: 05/06/2025**

This is for information of all concern that a meeting of the DAC will be conducted on 14/06/2025 at in the HOD room to propose corrective steps to be made based on student feedback.

Prof. R.K. Samanta
HOD

A.S.Chattopadhyay
NAAC Co-ordinator

HOD
Computer Sc. & Design
Dr. B. C. Roy Engineering College
Durgapur - 713206

Dr. B. C. Engineering College, Durgapur

Department of Computer Science and Design

Minutes of Meeting

Date: 14/06/2025

Ref. CSD/DAC/05

A DAC meeting is held on 14/06/2025 at 3P.M in the HOD room to examine and review the action taken report based on the input from the students for the academic year 2024–2025 regarding the academics and the facilities. 140 first year, second year , third year and fourth year CSD students in total have provided input, and the following observations are made:

Action taken report based upon the feedback on the Academics for AY 2024-2025

It has been observed that students have interest in Class room teaching process for their syllabus .They are interested to gather modern technical or scientific information. They get interest in solving problems in theory classes. In Laboratory classes , They get pleasure in solving problems in different languages like C language , Python and Java etc. In CSD department, there are subjects which are not in curriculum of CSE like AR&VR, Game Development, Creative Thinking Process and Design in which students are very much involved. Students are satisfied in class room and Laboratory facilities provided to them. They appreciate the curriculum of CSD department. They are also satisfied with the knowledge of faculties in various subjects, some of which are new and uncommon in the domain of computer science engineering. The mentorship program of the department has been appreciated by students. Four year students are satisfied in doing projects allotted to them. Very few students are dissatisfied with their learning environment. Corrective action is being done to help these students to learn more effectively.

1. A technical club is formed by students of the department with the name **"DEZINOVA"** to undertake various technical and professional activities other than regular classroom activities. Under this umbrella, students are encouraged to organize seminars, workshops, coding, essay-writing, debate, discussion etc. on a regular basis to enhance their professional skills.
2. Students are motivated to organize seminars/workshops/Tech-quizzes on emerging technologies and to engage in project works in their field of interest during the early days of their professional course for imparting leadership and teamwork in them.
3. **Students are encouraged to enhance their professional skills through participation in NPTEL/MOOCs courses, Hackathons etc.**
4. **Students are motivated to prepare for GATE/ CAT / Placement through participation in Counseling, Expert Talks, Coding contest, Placement training, Industry Interaction etc.**
5. **Students are engaged in NCC, NSS, Sports, Yoga, Karate etc. for imparting value education and their all-round development.**

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Action taken report based upon the feedback on the Facilities for AY 2024-2025

Mostly students are satisfied with the facilities available in the institute namely - Classrooms, Laboratories, Hostel, Sports, Library, Canteen, Water and internet. Few students (around 12%) are not happy with the facilities.

Appropriate authorities discussed these issues with the students, and the issues are being addressed in order to find a workable solution.

CSD DAC Members for AY 2024-2025:

S.No	Name	Designation	Signature
1	Dr. Raj Kumar Samanta, HOD	Chairman	
2	Mr. Swadhin Kr. Mondal, Asst. Prof.	Member	
3	Mr. Nasim Anjum Hoque, Asst. Prof.	Member	
4	Mr. PrasenjitMaji, Asst. Prof.	Member	
5	Dr. Ardhendu sekhar Chattopadhyay Asst.Prof.	Member	
6	Mr. Koustav Roy, Asst. Prof.	Member	
7	Monalisa Chakraborty	Member	
8	Poulami Mukherjee Tewari	Member	

DR. B. C. ROY ENGINEERING COLLEGE * Durgapur

Dr. B. C. Roy Engineering College

Department of Civil Engineering

Ref.: BCREC/CE/DAC/MOM-1/2025-26 **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

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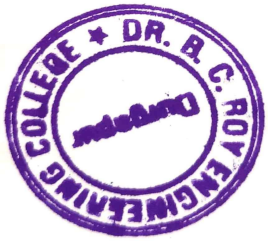
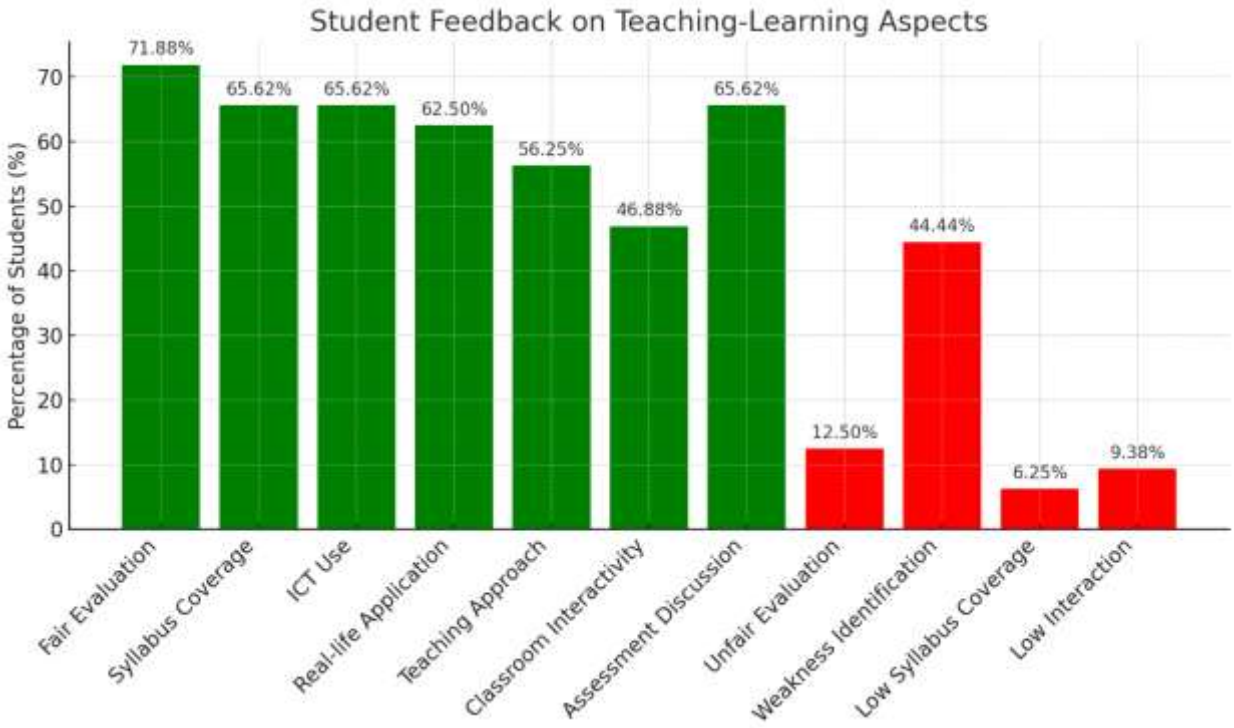
syllabus coverage. Classroom and lab sessions were considered interactive by 46.88% of students, and ICT tools were used regularly, as noted by 65.62%. Similarly, 65.62% reported consistent discussions about assessment performance. However, areas needing improvement include fairness in internal evaluations, 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.





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

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.

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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 :

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

DR. B. C. ROY ENGINEERING COLLEGE

Dr. B. C. Roy Engineering College

Faculty of Management Studies (FMS)

Title of the Committee: ACADEMIC COMMITTEE

Date: July 31st, 2025

Time: 10.30 am

Meeting held at: FMS Library

Action taken on the following agenda items:

Agenda Item	Decision in Meeting	Action Taken
Agenda I: Follow-up of the Arrangements for Faculty Development Program (FDP) 2025	- Confirmed all speakers, finalized schedule, ensured technical readiness, prepared certificates & feedback forms, and initiated promotions.- AIMS approved a grant of ₹15,000 to be released post-submission of FDP report.- Dr. Indrani Sengupta and Dr. Bijoy Gupta to oversee final coordination; report to be prepared by Prof. Niloy Bhattacherjee, Dr. Indrani Sengupta, and Dr. Bijoy Gupta.	- All speakers reconfirmed; session plans locked.- Technical setup tested successfully. - FDP Certificates and feedback forms generated and circulated. Promotion reels uploaded to Facebook and YouTube. - FDP report template prepared; data collection in progress for timely submission to AIMS.
Agenda II: Orientation Program for MBA Class of 2025–2027 (Accipio 2025)	- Scheduled for 11–14 August 2025 with academic sessions, industry talks, and ice-breaking activities.- Faculty and student coordinators appointed.- At least two industry experts to be invited as keynote speakers.	- Program schedule finalized and circulated. - Faculty responsibilities confirmed. - Invitations sent to industry speakers; sessions conducted successfully. - Student coordinators briefed on roles and anchor assignments.
Agenda III: Students' Feedback Analysis for AY 2024–2025	- Incorporate more case studies and industry projects.- Escalate concerns on hygiene & cleanliness, water facility, hostel facility, and canteen services to administration.	- Faculty began integrating case-based pedagogy in lesson plans. - Communications sent to administrative departments regarding hygiene, water, hostel, and canteen improvements.
Agenda IV: Alumni Engagement	- Organize alumni interaction series in the even semester.- Ms. Chayanika Bhattacharya (Batch 2008–2010, Colgate-Palmolive, UK) to deliver a lecture on 19 August 2025.	- Lecture logistics arranged; venue booking confirmed.- Promotional announcement prepared for students.

Dr. Arunava Mookherjee
Coordinator - Academic Committee
Date: 14th August, 2025

Dr. B. C. Roy Engg. College FMS Fulthore, Durgapur

Head
Faculty of Management Studies
Dr. B. C. Roy Engg. College, Durgapur

Dr. B. C. Roy Engineering College

Faculty of Management Studies (FMS)

Title of the Committee: ACADEMIC COMMITTEE

Date: July 31st, 2025

Time: 10.30 am

Meeting held at: FMS Library

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Dr. Arunava Mookherjee
Coordinator - Academic Committee
Date: 14th August, 2025

Dr. B. C. Roy Engg. College FMS Fulthore, Durgapur

Head
Faculty of Management Studies
Dr. B. C. Roy Engg. College, Durgapur

Dr. B. C. Roy Engineering College, Durgapur
Department of Computer Applications (MCA)

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BCR/MCA/2024-25/DAC-08

To whom it may concern

This is for the information to all concerns that a departmental meeting with the following agendas has been called by HoD, MCA at Seminar Hall, MCA Department meeting room from 11:30AM, 22-03-2025. Hereby all members are requested to attend the meeting at above mentioned venue.

Agendas:

- Subject distribution.
- ATR feedback.

22/03/25

(SUBHRANGSU CHANDRA)
Meeting Convener, MCA Department

DR. B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

Dr. B. C. Roy Engineering College, Durgapur
Department of Computer Applications (MCA)

Jemua Road, Fuljhore, Durgapur -713206

Affiliated to MAKAUT, Approved by AICTE,Accredited with 'B+' Grade by NAAC

DAC on 22nd March 2025 @11.30AM at Departmental Meeting room.

Agendas:

- Subject distribution.
- ATR on feedback.

Members Present:

Name	Designation	Signature with Date
DR. PABITRA KUMAR DEY	Asso. Prof. &HoD	pDey 22/03/2025
DR. FALGUNI CHAKRABORTY	Asst. Prof.	Fdr 22/03/25
PROF. DEBASIS GUHA	Asst. Prof.	22/03/2025
PROF. ANSUMAN MAHANTY	Asst. Prof.	22/3/25
PROF. SUBHRANGSU CHANDRA	Asst. Prof.	22/03/25
PROF. UDAY KUMAR BANERJEE	Asst. Prof.	22/03/25
PROF. ANUPAM BAIDYA	Asst. Prof.	22/03/25
PROF. PRADIPTA PAL	Asst. Prof.	Pradipta Pal 22/3/25
Mrs. MONALISHA KAR	TA	Monalisha Kar 22/03/25
MR. CHAYAN MUKHERJEE	Off. Asst.	Chayan 22/03/25

Dr. B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR
Department of Computer Applications (MCA)
Minutes of Meeting of DAC

Date of Meeting: 22-03-2025 Timing: 11:30 AM – 12.30 PM Venue: MCA (LAB)

Participants: Prof. Dr.Pabitra Kumar Dey, Chairman of DAC
Prof. Debasis Guha, Member of DAC
Prof. Ansuman Mahanty, Member of DAC
Prof. Falguni Chakraborty, Member of DAC
Prof. Subhrangsu Chandra, Member of DAC
Prof. Uday Kumar Banerjee, Member of DAC
Prof..Anupam Baidya, Member of DAC
Prof. Pradipta Pal, Member of DAC
Miss Monalisha Kar, Member of DAC

Agenda of the Meeting:

1. **Subject distribution.**
2. **ATR feedback.**

Discussions held as follows:

1. Discussion on Subject distribution:

A meeting for Subject distribution held and the faculty members were allocated with different subjects.

2. ATR feedback:

The Action Taken Report (ATR) based on feedback received during the recent academic audit. The committee acknowledged several improvements, including enhanced industry collaboration through MoUs and guest lectures, better ICT integration in classrooms via smart boards and LMS platforms, and increased faculty publications. Standardized course file documentation and alumni engagement initiatives, such as the Alumni Talk Series, were also appreciated. The DAC recommended further strengthening student internships, digitizing feedback collection, promoting research funding applications, and ensuring regular monitoring of OBE practices. The ATR was approved with suggestions for continuous improvement.

The Meeting ended with a vote of thanks by HOD to all members.

pdey 25/03/2025

(HOD)

DR. B. C. ROY ENGINEERING COLLEGE ★ MCA ★ DURGAPUR

1) Copy to the departmental NAAC Co-ordinator.

DR. PABITRA KUMAR DEY
HOD - MCA
Dr. B. C. Roy Engineering College

DR. B.C. ROY SOCIETY ENGINEERING
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Action Taken Report Based on Course End Feedback (Academic Year 2024–25)

Purpose of the Report:

This report presents a summary of key observations from the 1st semester course end feedback submitted by MCA students and outlines the responsive measures initiated by the department to ensure continuous improvement in teaching quality, curriculum relevance, and student engagement.

Feedback Summary (Highlights):

Parameter	Overall Student Feedback	Action Taken / Remarks
Course Content Relevance	Very Good to Excellent	Faculty asked to regularly relate topics to industry use-cases to maintain relevance.
Syllabus Coverage	85–100% (Highly Satisfactory)	Complete coverage ensured; revision classes added before mid and end semester exams.
Teaching Methodology	Excellent	Faculty appreciated and encouraged to continue current pedagogical practices.
Classroom/Lab Inter-activeness	Strongly Agree	Interactive sessions with more live examples and real-time coding demonstrations planned.
Fairness in Internal Evaluation	Always Fair	Continuous assessment rubrics shared with students to enhance transparency.
Communication of Assessment Feedback	Every Time	Evaluation feedback given promptly after internal exams; continues to be monitored.
Use of Real-Life Examples in Teaching	Every Time	Faculty advised to integrate more recent case studies and technical articles.
Identifying Strengths and Encouraging Students	Fully	Mentorship enhanced to recognize individual student strengths and recommend learning paths.
Identifying and Addressing Weaknesses	Every Time	Academic support provided through remedial and bridge courses.
Use of ICT Tools (PPT, Projectors, etc.)	Every Time	Effective use continued; faculty encouraged to use smart boards and LMS tools.
Use of Interactive Online Tools	Strongly Agree	Google Forms, Kahoot, and whiteboard applications used to enrich classroom engagement.
Applicability of Course Knowledge	Strongly Agree	Industry-focused assignments and practical tasks introduced.
Overall Teaching-Learning Quality	Positive	Continuous review and improvements initiated through regular departmental meetings.

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Detailed Actions Taken:

1. Curriculum Alignment:

- Minor modifications suggested for improved alignment with real-world practices (e.g., examples using GitHub for Data Structures).
- Emphasis placed on introducing application-based components and weekly practice problems.

2. Pedagogical Innovation:

- Interactive teaching methods reinforced through ICT tools and whiteboard simulations.
- Faculty asked to attend webinars and FDPs on innovative teaching techniques like flipped classrooms.

3. Academic Support and Mentoring:

- Remedial classes scheduled for students underperforming in early assessments.
- Mentor-mentee interactions documented to track academic and personal growth.

4. Assessment Transparency:

- Internal marks explained post-evaluation with student acknowledgment.
- Online quizzes integrated with instant feedback to support learning pace.

5. Infrastructure and ICT Enhancement:

- Classroom projectors and lab systems audited and upgraded where necessary.
- LMS (Google Classroom/Moodle) usage mandated for material sharing and assignment submission.

Conclusion:

The department acknowledges the importance of structured feedback in improving academic delivery. All measures discussed have been reviewed in the Departmental Academic Committee and are under implementation. These actions aim to improve student outcomes, teaching effectiveness, and satisfaction in subsequent semesters.

Action Taken Report Based on Semester End Feedback (Academic Year 2024–25)

Purpose of the Report:

This report summarizes the findings from the Odd Semester course end feedback submitted by MCA students. It highlights both strengths and improvement areas, followed by corrective and enhancement measures implemented by the department.

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Feedback Summary & Action Taken:

Sl. No.	Feedback Parameter	Overall Student Feedback	Action Taken / Remarks
1	Syllabus coverage in class	Mostly "3 – 70 to 84%" and "4 – 85 to 100%"	Faculty reminded to ensure complete coverage; weekly progress tracking

Sl. No.	Feedback Parameter	Overall Student Feedback	Action Taken / Remarks
			enforced.
2	Teachers' preparedness for classes	"4 – Thoroughly" (Majority)	Teaching plans checked and discussed in departmental meetings.
3	Communication effectiveness (in and out of class)	"4 – Always effective", some "3 – Sometimes"	Soft skills workshops conducted; faculty advised to increase 1:1 student interaction.
4	Learning environment in classes and labs	Mostly "4 – Excellent", few "3 – Very Good"	Continued emphasis on active learning with group projects and lab-based tasks.
5	Fairness in internal evaluation	Mostly "4 – Always fair", one instance of "2"	Evaluation rubrics and answer key discussions made compulsory.
6	Discussion of performance in internal/lab assessments	Majority "4 – Every time", some "3 – Usually"	All faculty advised to follow up assessments with individualized performance feedback.
7	Teaching and mentoring support for emotional and cognitive growth	Mostly "4 – Significantly", a few "2–Moderate"	Mentor-mentee system strengthened with fortnightly meetings and documentation.
8	Communication about Course Outcomes, Program Outcomes, and OBE system	Majority "4 – Every time", some "3 – Usually"	Faculty instructed to regularly explain COs, POs, PSOs on LMS and in class.
9	Mentor's role in identifying strengths and helping overcome weaknesses	Mostly "4 – Regularly", one "2 – Occasionally"	Mentor diaries introduced; training given to mentors for proactive support.
10	Student-centric methods used by teachers (e.g., examples, problem-solving, experiential learning)	Mostly "4 – Every time", some "3 – Usually"	FDP conducted on innovative pedagogy; teachers encouraged to adopt active learning models.
11	Institute's support for internships, field visits, workshops, soft skills, and holistic development	"4 – Every time" in most cases, some "3"	Regular sessions on career readiness, field projects, and industry webinars scheduled.
12	Use of ICT tools (e.g., LCD, multimedia, etc.)	"4 – Above 90%" (majority), few "3 – 60–89%"	Smart classrooms ensured; usage logs maintained; faculty trained on interactive ICT tools.

General Observations:

- The majority of students have shown high satisfaction with teaching quality and outcome-based education practices.
- A few areas—like mentoring variability and follow-up on lab evaluations—require continuous attention.

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Departmental Actions Initiated:

Academic Delivery Enhancements:

- Weekly coverage review reports introduced.
- Academic audits conducted mid-semester to evaluate teaching plans and coverage.

Pedagogical and Communication Development:

- Faculty Development Program conducted on student engagement and hybrid teaching techniques.
- Teachers trained on effective use of Padlet, Jamboard, and real-time quizzes for better ICT integration.

Student Support & Mentoring:

- Mentor-mentee logs maintained to track personal and academic development.
- At-risk students identified early and mapped to academic counselors.

OBE Awareness:

- Outcome-based education structure included as a compulsory session at semester start.
- Course outcomes explained on LMS along with mapping to assignments and exams.

Conclusion:

The feedback highlights overall strong performance across teaching, evaluation, and student engagement. The department has proactively addressed the concerns raised and is committed to fostering a transparent, inclusive, and outcome-oriented academic environment.

Dr. B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

DR. PABITRA KUMAR DEY
HOD - MCA
Dr. B. C. Roy Engineering College

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Department of Computer Applications (MCA)

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BCR/MCA/2024-25/DAC-10

To whom it may concern

This is for the information to all concerns that a departmental meeting with the following agendas has been called by HoD, MCA at Seminar Hall, MCA Department meeting room from 11:00AM, 17-07-2025. Hereby all members are requested to attend the meeting at above mentioned venue.

Agendas:

- Feedback Analysis Of Course end, Semester end and Program end.
- Discussion on domain training for T&P.

Dr. B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

17/07/25

(SUBHRANGSU CHANDRA)
Meeting Convener, MCA Department

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Department of Computer Applications (MCA)

Jemua Road, Fuljhore, Durgapur -713206

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DAC on 17th July 2025 @11.00AM at Departmental Meeting room.

Agendas:

- Feedback Analysis Of Course end, Semester end and Program end.
- Discussion on domain training for T&P.

Members Present:

Name	Designation	Signature with Date
DR. PABITRA KUMAR DEY	Asso. Prof. &HoD	pdey 17/07
DR. FALGUNI CHAKRABORTY	Asst. Prof.	17/7/25
PROF. DEBASIS GUHA	Asst. Prof.	17/07/25
PROF. ANSUMAN MAHANTY	Asst. Prof.	17/7/25
PROF. SUBHRANGSU CHANDRA	Asst. Prof.	17/07/25
PROF. UDAY KUMAR BANERJEE	Asst. Prof.	17/07/25
PROF. ANUPAM BAIDYA	Asst. Prof.	17/7/25
PROF. PRADIPTA PAL	Asst. Prof.	17/7/25
Mrs. MONALISHA KAR	TA	17/07/25
MR. CHAYAN MUKHERJEE	Off. Asst.	17/07/25

B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

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Minutes of Meeting of DAC

Date of Meeting: 17-07-2025 Timing: 11:00 AM – 12.30 PM **Venue: MCA (LAB)**

Participants: Prof. Dr. Pabitra Kumar Dey, Chairman of DAC
Prof. Debasis Guha, Member of DAC
Prof. Ansuman Mahanty, Member of DAC
Prof. Falguni Chakraborty, Member of DAC
Prof. Subhrangsu Chandra, Member of DAC
Prof. Uday Kumar Banerjee, Member of DAC
Mr. Anupam Baidya, Member of DAC
Mr. Pradipta Pal, Member of DAC
Miss. Monalisha Kar, Member of DAC

Agenda of the Meeting:

1. **Feedback Analysis Of Course end, Semester end and Program end.**
2. **Discussion on domain training for T&P.**

Discussions held as follows:

1. Feedback Analysis Of Course end, Semester end and Program end:

The meeting held to analyse the feedback received at the course end, semester end, and program end levels. The committee reviewed student responses regarding teaching effectiveness, curriculum relevance, assessment methods, and overall learning experience. Positive feedback highlighted improved faculty engagement and effective use of ICT tools. Areas for improvement included the need for more practical exposure and timely evaluation. The DAC recommended incorporating more hands-on activities, strengthening industry interaction, and organizing workshops to address identified gaps. It was resolved that faculty members would take necessary corrective actions and report progress in the next review cycle.

2. Discussion about prerequisite classes and Class duration and class start time:

A discussion was made on toimplementation of prerequisite classes, class duration, and class start time. The committee emphasized the importance of conducting prerequisite sessions, especially for core and advanced subjects, to bridge knowledge gaps and ensure smoother learning outcomes. Regarding class duration, members agreed to retain the existing schedule but suggested incorporating short breaks for longer sessions to maintain student engagement. The committee also discussed feedback on early class timings and recommended a slight adjustment to allow better preparedness for both students and faculty. These suggestions will be forwarded to the academic coordinator for timely implementation.

The Meeting ended with a vote of thanks by HOD to all members.

pdey18/07/2025

(HOD)

1) Copy to the departmental NAAC Co-ordinator.

DR. PABITRA KUMAR DEY
HOD - MCA
Dr. B. C. Roy Engineering College

B. C. ROY ENGINEERING COLLEGE MCA DURGAPUR

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Action Taken Report Based on Course End Feedback (Academic Year 2024–25)

1. Overview:

This report presents the summary and department-level action based on feedback from the 2nd and 4th semester MCA students. Feedback was received on course content, teaching quality, assessment fairness, interaction, use of technology, and course relevance.

2. Feedback Analysis Summary

Criteria	2nd Semester	4th Semester	Action Taken
Course Outcome Communication	Moderate to Good	Good to Excellent	Faculty briefed to ensure consistent communication of COs, POs, and relevance to real-world applications.
Syllabus Coverage	Mostly 85–100%	Mostly 85–100%	Continuous monitoring through academic audit; plans reviewed mid-semester to ensure timely completion.
Teaching Approach	Good to Excellent	Very Good to Excellent	Faculty development programs on active and problem-based learning conducted.
Interactivity in Sessions	Mixed	Mostly Positive	Increased use of interactive platforms (Mentimeter, polls); tutorials introduced for theory subjects.
Fairness in Evaluation	Mostly Fair	Mostly Fair	Internal evaluation rubrics shared in advance; feedback provided post-assessments.
Discussion of CA/PCA	Irregular	Regular	Department mandated minimum 1-on-1 performance discussion per assessment.
Use of Examples/Applications	Mixed	Mostly Excellent	More use of industry case studies, live tools (e.g., Linux kernel for OS, GitHub for Project).
Strength-Based Encouragement	Average	Good	Mentoring groups created; peers and faculty assigned as motivators and guides.
Identifying and Supporting Weaknesses	Moderate	Good to Very Good	Remedial sessions and bridge courses scheduled monthly.
Use of ICT Tools	Underused	Well Utilized	Training session on effective ICT integration conducted for all faculty. ICT usage now tracked in semester reports.
Course Relevance to Real Life Problems	Mostly Agree or Strongly Agree	Mostly Strongly Agree	Final-year projects re-aligned to solve local/community issues and real-life data analysis challenges.

3. Department-Wide Actions Taken:

1. **Pedagogical Improvements**
   - Encouraged faculty to implement case-based, project-driven learning.
   - Encouraged flipped classrooms and blended learning models.
2. **Enhanced Student Support**
   - Initiated focused mentoring and academic buddy systems.
   - Scheduled monthly feedback and counseling for low-performing students.
3. **Assessment Reforms**

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- Introduced review and reflection sessions after each CA/PCA.
- Rubrics made transparent and shared with students beforehand.

4. **Infrastructure and ICT Usage**
   - Smart classrooms upgraded with stable projectors and interactive tools.
   - LMS (Moodle/Google Classroom) now compulsory for all theory and lab subjects.
5. **Monitoring & Accountability**
   - Subject feedback summary shared with individual faculty for self-improvement.
   - Feedback discussion made a part of Faculty Performance Review.

4. Conclusion:

The department is committed to ensuring quality education through timely responsiveness to student feedback. Actions outlined above are part of a continuous improvement plan aligned with NAAC/NBA quality indicators.

Action Taken Report Based on Semester End Feedback (Academic Year 2024–25)

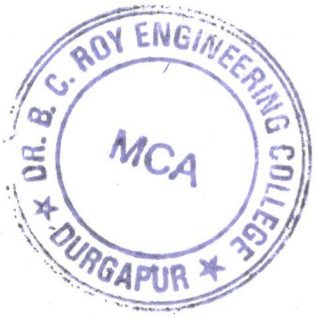
1. Objective

This Action Taken Report (ATR) has been prepared based on the analysis of student feedback collected at the end of the semester. The goal is to ensure continuous improvement in teaching methodologies, course delivery, and student learning experience.

2. Summary of Feedback

The student feedback covered multiple parameters including:

- Subject knowledge of faculty
- Communication and explanation clarity
- Use of teaching aids
- Coverage of syllabus
- Classroom interaction
- Regularity and punctuality
- Evaluation fairness
- Motivation and guidance provided
- Availability outside class



Each faculty member received feedback on a **10-point scale**, along with remarks (where applicable).

3. General Observations

- **Average feedback scores** are largely **above 8.0**, indicating overall student satisfaction.
- **Highest-rated aspects** across most courses: Faculty knowledge, regularity, and syllabus coverage.
- **Areas for improvement** in select courses: Classroom interaction, use of ICT tools, and doubt-clearing beyond class hours.

4. Action Taken Summary

Feedback Category	Observation	Action Taken / To Be Taken
Teaching Methodology	Some students requested more practical examples.	Faculty were advised to incorporate case studies and hands-on sessions.
Use of ICT tools	Moderate rating in a few subjects.	Encouraged usage of smart boards, animations, and simulation tools.
Classroom Interaction	Improvement scope noted in some feedback.	Faculty asked to initiate more Q&A and group activities.
Doubt Clearing Support	Students asked for more post-class help.	Faculty to offer dedicated weekly office hours or discussion forums.
Evaluation Fairness	Overall good, but suggestions for timely result updates.	Faculty instructed to return evaluated scripts and marks within 7 working days.
Coverage of Syllabus	Mostly rated high.	Syllabus tracking sheets continued to ensure timely completion.

5. Conclusion

The end-semester feedback has been instrumental in identifying strengths and areas for enhancement. The department is committed to ensuring the quality of teaching-learning processes and will continuously monitor the improvements based on feedback.

Action Taken Report Based on Program End Feedback (Academic Year 2024–25)

1. Overview of Feedback

The feedback includes responses to key Program Outcome (PO) questions such as ability to apply knowledge, problem-solving, design skills, research-based practices, and modern tool usage. A majority of responses fall under "Strongly Agree" and "Agree".

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2. Observations

Sl. No.	Program Outcome Statement	Positive Responses (SA + A)	Negative Responses (D + SD)	Observation
1	Application of knowledge to real-world problems	58	2	Highly positive
2	Ability to formulate, research, and solve complex computing problems	55	5	Very good, slight improvement needed
3	Designing system-level solutions	56	4	Good, maintain quality
4	Application of research-based knowledge and methods	56	4	Very good
5	Use of modern tools and techniques	57	3	Excellent

3. Actions Taken

Area of Focus	Action Plan
Problem-Solving Skills	Strengthen problem-solving sessions with mini-projects and case studies.
System Design &	Introduce workshops and labs focusing on system-level thinking and architecture.

Area of Focus	Action Plan
Modeling	
Research Orientation	Encourage students to publish papers in student conferences and participate in innovation contests.
Modern Tools Exposure	Regular hands-on sessions on emerging technologies such as AI/ML, IoT, and cloud computing.
Feedback Integration	PO-specific awareness sessions will be conducted at the start and end of semesters.

4. Conclusion

The overall feedback indicates a **high level of student satisfaction** with program-level learning outcomes. Minor areas of improvement have been identified and action steps initiated. Continuous evaluation and stakeholder engagement will ensure further enhancement in teaching-learning quality.

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pDey 31/07/2025
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