



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

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.

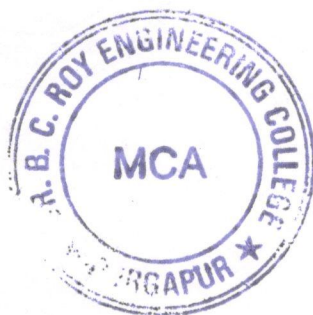
Agendas:

- Subject distribution.
- ATR feedback.

Shr
22/03/25

(SUBHRANGSU CHANDRA)

Meeting Convener, MCA Department





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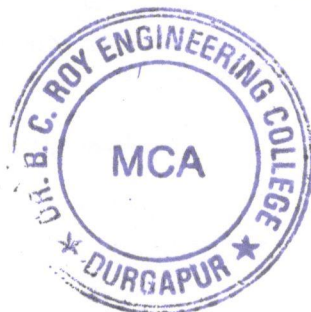
DAC on 22nd March 2025 @11.30AM at Departmental Meeting room.

Agendas:

- Subject distribution.
- ATR on feedback.

Members Present:

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



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:

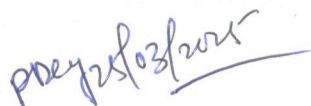
1. Discussion on Subject distribution:

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.

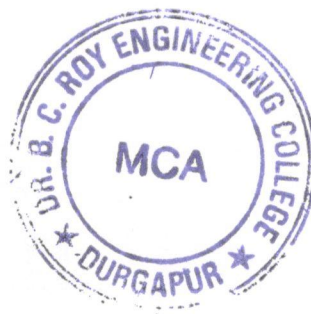
The Meeting ended with a vote of thanks by HOD to all members.



(HOD)

- 1) Copy to the departmental NAAC Co-ordinator.

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



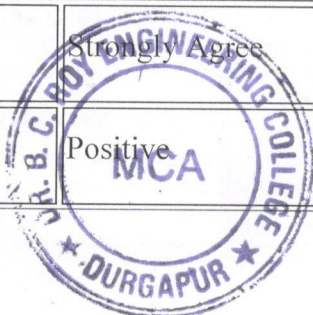
Action Taken Report Based on Course End Feedback (Academic Year 2024-25)

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.



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.

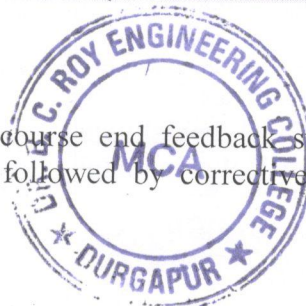
Action Taken Report Based on Semester End Feedback (Academic Year 2024–25)

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.

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.



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:

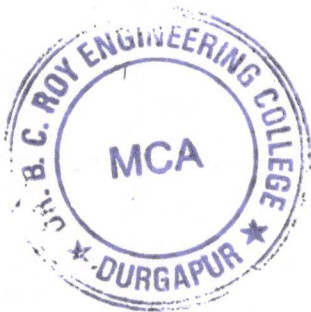
- Mentor-mentee logs maintained to track personal and academic development.
- At-risk students identified early and mapped to academic counselors.

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.



prey 25/03/2025
DR. PABITRA KUMAR DEY
HOD - MCA
Dr. B. C. Roy Engineering College