Dr. B. C. Roy Engineering College

Department of Civil Engineering

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Action take report on Student Feedback (Even Semester End, Program End, Course End and Student Satisfaction Survey (as mandated by NAAC) for 2025-26 AY

A Special DAC meeting was held on 18th August 2026 at 4:30 PM in the Third Floor Smart Classroom to discuss in detail and finalize the Action Taken Report based on the Semester-End Feedback, Course-End Feedback (for all courses offered—Theory and Practical), Program-End Feedback, and Student Satisfaction Survey (SSS) conducted for the Even Semester of the Academic Year 2025–26.

Semester End Feedback Survey for the Even Sem. AY 2025-26

The Semester End Feedback Survey for the 2nd, 4th, 6th, and 8th semester students have been conducted. A total of 131 students participated in the Semester End Feedback (19 students from the 2nd semester, 31 students from the 4th semester, 33 students from the 6th semester, and 48 students from the 8th semester).

Combining the feedback from the 2nd, 4th, 6th, and 8th semesters reveals a consistently positive student experience across all batches. Across the four semesters, a high percentage of students reported that syllabus coverage was 70% or more (84.2%, 93.5%, 75.8%, and 91.7% respectively across semesters). Similarly, teacher preparation was rated as "thorough" or "satisfactory" by a vast majority of students across all semesters (84.2% in 2nd sem, 90.3% in 4th sem, 93.9% in 6th sem, and 87.5% in 8th sem). The frequent use of ICT tools by teachers was widely recognized, with high engagement rates reported across all four semesters. Furthermore, the fairness of internal evaluations received positive ratings, with over 81% of students in every semester rating the process as "Always fair" or "Usually fair" (84.2% in 2nd sem, 90.3% in 4th sem, 81.8% in 6th sem, and 81.2% in 8th sem). These metrics demonstrate a strong and supportive learning environment across all student cohorts.

The following actions have been taken in response to the feedback:

- Strict curriculum tracking has been implemented. Faculty members are encouraged to do courses in the emerging area and attend standard FDPs like ATAL FDP.
- Mentor mentee interactions are streamlined through formal recording of details.

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- In line with the institute policy Department Academic Council decided on forming different research groups based on the specialization and area of interests of the teachers. Students are encouraged to take up projects in different areas as offered by the research group.
- All the class rooms are digitally equipped with projector and wifi connectivity to boost interactive teaching.
- Expanded resources for industrial visits, technical workshops, and soft-skill sessions (through external agencies) tailored for both junior and senior batches.
- Reinforced fair evaluation guidelines and mandated regular performance discussions of internal test and lab marks directly with students. In the Autonomous system this is being done in a very streamlined manner.

Feedback on Facilities Even Sem for the AY 2025-26

Feedback on facilities was taken from 1st to 4th-year students of the Civil Engineering Department for the Even Semester 2025–26. The feedback was submitted online through the college website by 131 students. The feedback covered classroom, laboratory, library, hostel, sports, water, cleanliness and hygiene, canteen, and internet facilities. Classroom, laboratory and library facilities received the most favorable responses, with approximately 78%, 79% and 76% of the responses respectively rated as Excellent or Very Good. Water, cleanliness and hygiene, hostel and sports facilities showed moderate levels of satisfaction, while canteen and internet facilities emerged as comparatively lower-rated areas.

Some important suggestions/concerns identified from the students' feedback are:

- Hostel and Canteen: Comparatively lower-rated facilities, with about 68% hostel and 63% canteen satisfaction.
- Internet Connectivity: About 65% rated it Excellent/Very Good, indicating scope for improvement.
- Cleanliness and Hygiene: Around 69% rated it Excellent/Very Good, indicating scope for further improvement.
- Sports and Water Facilities: About 69% and 70% respectively rated these facilities Excellent/Very Good, with scope for further enhancement.

The department has taken the following actions based on this feedback:

- The concerns and suggestions related to hostel, canteen, internet connectivity, cleanliness and hygiene, sports, water, and other campus facilities have been duly noted and reviewed by the Department.
- The identified concerns, particularly those relating to facilities under the purview of the Hostel Council and other concerned administrative authorities, will be communicated to the respective authorities for appropriate review and necessary action.
- The Department has emphasized the importance of regular monitoring of cleanliness, hygiene, and maintenance of the facilities used by students and will coordinate with the concerned authorities wherever departmental intervention is required.



- The feedback regarding internet connectivity, canteen services, hostel facilities, and sports amenities has been taken into consideration for further improvement, subject to technical feasibility, availability of resources, and applicable institutional procedures.
- Students have been encouraged to continue providing specific and constructive feedback regarding facilities so that recurring issues can be identified and brought to the attention of the appropriate authorities for timely corrective measures.

Course-End Feedback Survey for the Even Sem. AY 2025-26

The Course-End Feedback was collected from students of the Civil Engineering Department for the Academic Year 2025–26, comprising a total of 1,172 response records across the relevant semesters and courses. The feedback instrument contains 12 items rated on a 0–4 scale. For interpretation, ratings of 3 or 4 are treated as positive/satisfactory, while ratings of 0–2 are treated as areas requiring attention. Means are calculated from the available responses for each item.

Semester	Responses	Mean Rating	Positive Responses
Second	209	3.11/4.00	76.1%
Fourth	360	3.31/4.00	84.9%
Sixth	401	3.49/4.00	87.2%
Eighth	202	3.25/4.00	82.3%

Mean rating for each course-end feedback dimension.

Item	Feedback dimension	Mean / 4	Positive %
Q1	Relevance of course, COs and POs communicated	3.34	84.2%
Q2	Syllabus coverage	3.37	86.1%
Q3	Teaching approach	3.31	84.0%
Q4	Classroom/lab interaction	3.28	81.7%
Q5	Fairness of internal evaluation	3.30	83.7%
Q6	Discussion of CA/PCA performance	3.31	83.2%
Q7	Use of examples and applications	3.32	84.1%
Q8	Identification of strengths and appropriate challenges	3.30	83.8%
Q9	Identification of weaknesses and support	3.34	84.4%
Q10	Use of ICT tools	3.29	82.6%
Q11	Application to real-life/industry/societal problems	3.37	85.3%
Q12	Overall quality of teaching-learning process	3.39	86.4%

Overall Observations

- Overall feedback is positive, with a consolidated mean of 3.33/4.00 and 83.6% positive responses.
- Students rated teaching quality, syllabus coverage, and practical/industry relevance highly.
- Overall teaching-learning quality (Q12) received the highest rating, followed by syllabus coverage (Q2) and real-life/industry application (Q11).
- Improvement is needed in classroom/lab interaction, ICT use, CA/PCA feedback, and evaluation transparency.



- Sixth Semester showed the highest performance, while Second Semester requires greater academic attention.

8th Semester Key Observations

- Mean rating: 3.25/4.00, with 82.3% positive responses, indicating satisfactory overall performance.
- Teaching effectiveness, syllabus coverage, clarity, and course relevance were positively perceived.
- Scope for improvement exists in classroom interaction, student participation, ICT use, and assessment feedback.
- Greater emphasis may be given to industry-oriented examples, case studies, problem-solving and practical exposure.

6th Semester Key Observations

- Highest-performing semester: Mean 3.49/4.00 with 87.2% positive responses.
- Strong feedback on conceptual clarity, course delivery, syllabus coverage and application-oriented learning.
- Laboratory and sessional courses were also positively received.
- Good practices from high-performing courses may be documented and shared within the department.
- Focus on sustaining performance through interactive learning, structured feedback and effective ICT use.

4th Semester Key Observations

- Mean 3.31/4.00 with 84.9% positive responses, indicating satisfactory performance.
- Students responded positively to teaching approach, syllabus coverage and use of examples/applications.
- Classroom/lab interaction and student-centered activities can be further strengthened.
- Transportation Engineering and its laboratory require focused improvement in engagement and student support.
- Effective practices from higher-performing courses may be adopted across other courses.

2nd Semester Key Observations

- Mean 3.11/4.00 with 76.1% positive responses.
- Greater focus is needed on student engagement, foundational learning and academic support.
- Tutorials, demonstrations, doubt-clearing and guided practice should be strengthened.
- Greater use of simple examples and activity-based learning is recommended.



Actions Taken Based on the Course-End Feedback:

1. Interactive teaching methods such as quizzes, discussions, presentations, demonstrations and problem-solving activities is being adopted. As part of the Autonomous Curriculum Seminar and mini projects are included.
2. Real-life examples, case studies and industry-oriented problems will be integrated into classroom teaching.
3. Remedial classes, tutorials and doubt-clearing sessions will be strengthened for students requiring additional support.
4. Digital Class Rooms and LMS will be used more effectively.
5. Internal assessment performances will be discussed regularly to identify strengths, weaknesses and areas for improvement.
6. Transparency in internal evaluation will be strengthened through clear assessment criteria and timely feedback. Evaluated copies of the internal class tests and final end semester examinations are being shown to students for verification.
7. Course content will be linked with COs, POs and relevant professional applications.
8. Guest lectures, industrial visits and expert interactions will be promoted for better practical exposure.
9. Good teaching and laboratory practices from high-performing courses will be shared for wider adoption.
10. Semester-wise and course-wise feedback will be reviewed periodically for continuous improvement.

Program End Feedback Overview

- A total of **48 graduating students** from the Civil Engineering Department participated in the survey.
- **Prominent Feedback Highlights:** The feedback was overwhelmingly positive across all 12 Program Outcomes (POs), with agreement levels (Strongly Agree + Agree) consistently exceeding 87% across parameters. Students expressed highest satisfaction in teamwork and leadership skills (PO9: 91.67%), life-long learning (PO12: 91.67%), and communication abilities (PO10: 91.67%). Slight areas identified for targeted strengthening included complex problem design (PO3: 12.5% disagreement) and modern engineering/IT tool applications (PO5: 14.58% disagreement). The Program End Feedback indicates a strong overall level of student satisfaction and attainment of programme-related competencies, with particularly positive responses in areas such as teamwork, professional ethics, communication, and lifelong learning. Continued emphasis on practical problem-solving, modern engineering tools, research exposure, and sustainability-oriented learning will further strengthen programme outcomes.

Action Taken Report (ATR) based on the Program End Feedback:

1. Restructured Minor and Major Projects for Solutions having societal impact: Major project guidelines and design sessional were upgraded to require explicit integration of public health, environmental sustainability, and safety protocols into final design evaluations.



2. Upgraded Training in Modern Engineering & IT Tools: The department has embedded hands-on software workshops into the practical curriculum and expanded lab modules on industry-standard tools (STAAD Pro, Python, MATLAB, Application of Artificial Intelligence in Civil Engineering and BIM) to boost student proficiency in engineering computation and design software.
3. Strengthened Applied Research & Experimental Work: The department has enhanced faculty mentorship for final-year research projects and encouraged student participation in experimental design, data interpretation, and technical paper authoring.
4. Reinforced Professional Ethics & Project Management Modules: The department has conducted expert lectures and case-study sessions focused on site management, project estimation, professional responsibilities, and engineering ethics.
5. Promoted Independent & Life-Long Learning Initiatives: The department has organized several guest lectures, alumni connect programs and student chapter events through professional bodies (IEI, ISET) to build continuous learning habits.
6. Encouraged teamwork, leadership, and communication skills through group projects, presentations, technical report writing, seminars, and collaborative learning activities.

Student Satisfaction Survey (SSS) Overview

The Student Satisfaction Survey (SSS) was taken for the AY 2025–26. Total Participation: A total of **131** students from the Department of Civil Engineering participated in the survey.

Key Highlights of SSS Feedback:

- **High Satisfaction in Core Areas:** Over **83%** of students expressed positive satisfaction regarding overall syllabus completion (85–100% completion reported by 46.56% and 70–84% completion by 37.4%).
- **Effective Pedagogy & Communication:** Over **83%** of students rated teaching preparation and communication effectiveness favourably.
- **Institutional Support:** Strong positive feedback was received regarding ICT usage (**80.15%** rated 70–100% adoption), internal evaluation fairness (**79.39%** rated Fair to Always Fair), and mentoring/growth opportunities.
- **Areas Requiring Refinement:** Minor gaps were noted in individual assignment discussion frequencies (16.03% occasional/sometimes), weakness identification (12.21% occasional/sometimes), and targeted skill enhancement for employability/soft skills.

Action Taken Report (ATR) based upon the Student Satisfaction Survey (SSS):

1. **Syllabus Completion & Timely Coverage:** While 83.96% of students reported satisfactory-to-complete syllabus coverage, faculty members have been instructed to conduct extra tutorial and remedial classes to support the remaining students (16.03%) and ensure 100% curriculum coverage across all courses ahead of terminal examinations.



2. **Enhancement of Classroom Preparation & Pedagogy:** Standardized lecture plan templates and teaching-learning aids have been mandated across the department to elevate lesson delivery.
3. **Communication & Student Engagement:** The Departmental Academic Committee (DAC) decided to integrate more interactive, student-centric methodologies and conduct regular student career empowerment program to improve classroom engagement and standard communication efficiency.
4. **Continuous Internal Evaluation & Assignment Discussion:** Departmental academic council in line with instructions from the Controller of Examinations decided to conduct mandatory post-evaluation discussion sessions for continuous internal assessments and assignments to give constructive feedback to every student.
5. **Strengthening Mentoring, Strengths/Weaknesses Tracking:** The department mentor-mentee system has been revised to enforce mandatory fortnightly one-on-one sessions, ensuring systematic tracking of individual learning gaps, strengths, and cognitive/emotional growth tracking.
6. **Field Visits, Industry Interaction & Employability:** In response to feedback on skill development and field exposure, the department has formalized additional industrial visits, site internships, and tailored soft-skills/employability training sessions in collaboration with the Training & Placement cell.



Signature of the members present in the DAC meeting held on 18/08/2026 :

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

Copy to:-

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