DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR
DEDICATED TO QUALITY EDUCATION
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An Autonomous Institute

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

Notice

Ref. CSE (DS)/DAC/MOM-II/AY/2025-26 **Date: 05/08/2026**

This is for information of all concerned that a meeting of the Departmental Academic Committee (DAC) will be held on 7th August, 2026 at the HoD Room (Room No. C207) of the A.P.C. Roy Bhavan from 03:30 PM-04:30 PM for analysing the Even Semester feedback of the Second, Fourth, Sixth and Eighth Semesters of the B.Tech. CSE (Data Science) programme for Academic Year 2025-26. The meeting will also review the Student Satisfaction Survey (SSS), the course-wise feedback, and the Program End Survey of the outgoing Eighth Semester students, and will prepare an Action Taken Report (ATR) with suitable remedial measures for further improving the teaching-learning process, mentoring support, student facilities, employability and the overall learning experience.

Dr. Chandan Bandyopadhyay

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(Associate Prof. and HOD)
HOD, CSE (Data Science)

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Minutes of Meeting

Ref. CSE(DS)/DAC/MOM-II/2025-26 **Date: 07/08/2026**

The DAC meeting was held in the HoD Room (Room No. C207) of the A.P.C. Roy Bhavan on August 10, 2026 from 03:30 PM-04:30 PM to analyse the Even Semester feedback of the Second, Fourth, Sixth and Eighth Semesters for Academic Year 2025-26. The members reviewed the Semester End Survey, course-wise/subject feedback, Student Satisfaction Survey and the Program End Survey of the outgoing Eighth Semester cohort. After a detailed discussion of the academic indicators, mentoring practices, outcome awareness, ICT-enabled teaching, employability initiatives and student facilities, the following observations and Action Taken Report were prepared.

Action taken report based upon the feedback on even sem. of AY 2025-26

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

I. Semester Feedback Analysis for 2nd Semester

1. **Survey Participation:** A total of 41 students participated in the Semester End Survey, providing a sufficiently broad basis for evaluating the academic and support environment of the semester.
2. **Syllabus Coverage:** 95.12% of the respondents reported that at least 70% of the syllabus was covered, with 56.10% reporting coverage in the 85-100% range.
3. **Teacher Preparedness and Communication:** 95.13% rated teachers as thoroughly or satisfactorily prepared, while 92.69% found teacher communication always or sometimes effective. These results indicate strong instructional readiness and classroom communication.

4. **Learning Environment and Evaluation Fairness:** 92.68% rated the classroom/laboratory learning environment as excellent or very good, and 90.24% considered the internal evaluation process always or usually fair.
5. **Academic Feedback, Mentoring and OBE Awareness:** 92.69% reported that performance in internal evaluations/laboratory work was discussed every time or usually; 95.13% felt that teaching and mentoring supported their cognitive, social and emotional growth; and 95.12% stated that expected competencies, course outcomes, programme outcomes and OBE were communicated every time or usually.
6. **Student-Centric Learning, Professional Exposure and ICT:** 92.68% experienced student-centric/experiential/participative learning every time or usually, 95.13% acknowledged regular or usual opportunities for internships, field visits, workshops and related development activities, and 87.81% reported ICT usage above 60%.
7. **Facilities:** Excellent/very good ratings were 87.81% each for classroom, laboratory and library facilities. Relatively lower ratings were recorded for hostel (70.00%), sports (73.17%), water (75.61%), cleanliness and hygiene (73.17%), canteen (68.29%) and internet (65.85%), identifying internet, canteen and hostel-related support as the principal areas requiring administrative follow-up.
8. **Course-Wise Feedback Corroboration:** Across the three available course/faculty feedback instances for the 2nd Semester, the average positive response was approximately 94.46% for communication of course relevance, 95.08% for syllabus coverage of at least 70%, and 96.54% for the overall quality of the teaching-learning process. This corroborates the positive semester-level findings.

II. Semester Feedback Analysis for 4th Semester

1. **Survey Participation:** A total of 48 students participated in the Semester End Survey.
2. **Syllabus Coverage:** 100% of the respondents reported syllabus coverage of at least 70%; 95.92% specifically reported coverage in the 85-100% range.
3. **Teacher Preparedness and Communication:** 97.95% rated teachers as thoroughly or satisfactorily prepared and 97.91% found communication always or sometimes effective, reflecting a very high level of instructional preparedness and clarity.
4. **Learning Environment, Evaluation and Feedback:** 100% rated the learning environment as excellent or very good, 97.96% considered internal evaluation

always or usually fair, and 97.91% reported that performance in internal/laboratory evaluations was discussed every time or usually.

5. **Mentoring and Outcome Awareness:** 97.91% reported significant/very good support for cognitive, social and emotional growth; 97.91% reported regular/usual mentor interaction; and 97.92% stated that expected competencies and outcome-based education were explained every time.
6. **Teaching Practices, Professional Exposure and ICT:** 97.92% experienced student-centric learning every time or usually, 100% reported regular or usual institutional support for internships/field visits/workshops, and 100% reported ICT usage above 60%.
7. **Facilities:** Classroom facilities received 100% excellent/very good ratings, followed by laboratory (97.91%), library (95.83%), water (93.75%), cleanliness (87.50%), sports (87.24%), internet (85.42%), canteen (83.34%) and hostel (79.17%). The latter three require comparatively greater attention despite the overall favourable response.
8. **Course-Wise Feedback Corroboration:** Across eight course/faculty feedback instances, the average positive response was approximately 99.02% for communication of course relevance, 99.75% for syllabus coverage of at least 70%, and 98.51% for overall teaching-learning quality. The 4th Semester therefore represents the strongest overall feedback profile among the four even semesters.

III. Semester Feedback Analysis for 6th Semester

1. **Survey Participation:** A total of 45 students participated in the Semester End Survey.
2. **Syllabus Coverage:** 93.34% reported syllabus coverage of at least 70%, demonstrating satisfactory academic progression across the semester.
3. **Teacher Preparedness and Communication:** 97.78% rated teachers as thoroughly or satisfactorily prepared, while 93.33% found teacher communication always or sometimes effective.
4. **Learning Environment, Evaluation and Academic Feedback:** 88.89% rated the learning environment as excellent or very good, 93.33% considered internal evaluation always or usually fair, and 88.64% reported that internal/laboratory performance was discussed every time or usually. These figures are positive but leave scope for more consistent feedback and interaction.
5. **Mentoring and Outcome Awareness:** 86.67% felt that mentoring significantly or very well supported their cognitive, social and emotional growth; 91.11%

reported regular/usual mentor interaction; and 93.34% reported frequent communication of expected competencies and OBE-related outcomes.

6. **Teaching Practices, Professional Exposure and ICT:** 93.34% experienced student-centric approaches every time or usually, 93.34% acknowledged regular/usual support for internships and professional development activities, and 91.11% reported ICT usage above 60%.
7. **Facilities:** Excellent/very good ratings were 86.37% for classrooms, 84.44% for laboratories, 77.78% for the library, 75.56% for water, 75.56% for internet, 71.11% for sports, 71.11% for canteen, 70.46% for cleanliness and hygiene, and 64.44% for hostel facilities. The facility-related feedback is notably weaker than the academic feedback and therefore requires focused corrective action.
8. **Course-Wise Feedback Corroboration:** Across seven course/faculty feedback instances, the average positive response was approximately 92.01% for communication of course relevance, 92.59% for syllabus coverage of at least 70%, and 91.99% for overall teaching-learning quality. Data Warehousing and Data Mining recorded comparatively lower values (84% for course relevance, 86% for syllabus coverage of at least 70%, and 86% positive overall teaching-learning quality), indicating a specific opportunity for additional academic support and practice-oriented reinforcement.

IV. Semester Feedback Analysis for 8th Semester

1. **Survey Participation:** A total of 51 students participated in the Semester End Survey.
2. **Syllabus Coverage:** 90.56% reported syllabus coverage of at least 70%, including 73.58% who reported coverage in the 85-100% range.
3. **Teacher Preparedness and Communication:** 86.53% rated teachers as thoroughly or satisfactorily prepared and 92.30% found communication always or sometimes effective. Teacher preparedness is positive but is comparatively lower than in the 2nd, 4th and 6th Semester surveys and should therefore receive attention in course planning.
4. **Learning Environment, Evaluation and Academic Feedback:** 94.23% rated the learning environment as excellent or very good, 94.23% considered internal evaluation always or usually fair, and 90.20% reported regular/usual discussion of evaluation and laboratory performance.
5. **Mentoring and Outcome Awareness:** 90.38% reported significant/very good mentoring support, 94.12% reported regular/usual mentor interaction, and 88.24% stated that expected competencies, course outcomes, programme

outcomes and OBE were communicated every time or usually. Greater consistency in outcome communication is therefore desirable.

6. **Teaching Practices, Professional Exposure and ICT:** 92.31% experienced student-centric learning every time or usually, 94.23% acknowledged regular/usual institutional support for internships and professional development, and 90.20% reported ICT usage above 60%.
7. **Facilities:** Excellent/very good ratings were 94.11% for classroom, 94.12% for laboratory, 86.00% for cleanliness and hygiene, 84.32% each for library, hostel and water, 84.31% for canteen, 82.36% for internet, and 78.43% for sports facilities. Sports and internet facilities merit comparatively greater attention.
8. **Course-Wise Feedback Corroboration:** Across four course/faculty feedback instances, the average positive response was approximately 92.65% for communication of course relevance, 94.12% for syllabus coverage of at least 70%, and 92.65% for overall teaching-learning quality. Web and Internet Technology showed comparatively lower course-level syllabus coverage (88.24% reporting at least 70%), suggesting the need for tighter pacing and early progress monitoring.

V. Student Satisfaction Survey Analysis for 2nd, 4th, 6th and 8th Semesters

The Student Satisfaction Survey (SSS) report is presented as a consolidated Department of CSE (Data Science) survey with 50 respondents and does not provide a separate semester-wise split. Accordingly, the following percentages are reported as the combined SSS outcome for students of the even-semester cohorts (2nd, 4th, 6th and 8th Semesters), without creating unsupported semester-specific figures.

1. **Syllabus Coverage and Teacher Preparedness:** 94.00% of students reported that at least 70% of the syllabus was covered, while 98.00% rated the teachers as thoroughly or satisfactorily prepared for their classes.
2. **Communication and Teaching Approach:** 94.00% found teachers' communication always or sometimes effective, and 98.00% described the teachers' approach to teaching as excellent or very good.
3. **Fairness of Evaluation and Discussion of Performance:** 96.00% considered the internal evaluation process always or usually fair. In addition, 98.00% reported that their performance in assignments was discussed every time or usually, indicating a strong formative-feedback culture.
4. **Teaching, Mentoring and Outcome Awareness:** 96.00% stated that teaching and mentoring significantly or very well supported their cognitive, social and emotional growth. Further, 94.00% reported that mentors followed up assigned

tasks every time or usually, and 94.00% stated that expected competencies, course outcomes and programme outcomes were communicated every time or usually.

5. **Learning through Examples and Student-Centric Methods:** 98.00% reported that teachers illustrated concepts through examples and applications every time or usually, and 98.00% felt that experiential, participative and problem-solving methods were used to a great or moderate extent.
6. **Identification of Strengths and Weaknesses:** 92.00% felt that teachers fully or reasonably identified their strengths and provided an appropriate level of challenge, while 94.00% reported that teachers identified their weaknesses and helped them overcome those weaknesses every time or usually.
7. **Internship, Learning Opportunities and Holistic Development:** 96.00% reported that the institution regularly or often promoted internships, student exchange and field visits. 96.00% strongly agreed/agreed that the institution provides multiple opportunities to learn and grow, while another 96.00% strongly agreed/agreed that teachers encourage participation in extracurricular activities.
8. **Employability Skills and ICT-Enabled Teaching:** 94.00% reported that substantial or moderate efforts were made to inculcate soft skills, life skills and employability skills. Likewise, 94.00% reported that more than 70% of teachers used ICT tools such as LCD projectors and multimedia during teaching.
9. **Quality Improvement and Overall Satisfaction:** 96.00% strongly agreed/agreed that students are engaged in the monitoring, review and continuous quality improvement of the teaching-learning process. Overall, 94.00% strongly agreed/agreed that the quality of the teaching-learning process in the institution is very good.

VI. Program End Survey Analysis for 8th Semester

The Program End Survey was completed by 47 outgoing students. The following percentages represent positive responses (Strongly Agree + Agree) to the twelve programme-level statements reported in the survey.

1. **Engineering Knowledge:** 93.62% positively assessed their ability to apply mathematics, science, engineering fundamentals and engineering specialization knowledge to solve complex engineering problems.
2. **Problem Analysis:** 93.61% positively assessed their ability to identify, formulate, review research literature and analyse complex engineering problems using first principles of mathematics, natural sciences and engineering sciences.
3. **Design/Development of Solutions:** 97.87% positively assessed their ability to design solutions for complex engineering problems and develop system

components or processes with appropriate consideration of public health and safety, and cultural, societal and environmental factors.

4. **Investigation and Research Methods:** 93.61% positively assessed their ability to apply research-based knowledge and research methods, including design of experiments, analysis and interpretation of data, and synthesis of information to reach valid conclusions.
5. **Modern Tool Usage:** 95.74% positively assessed their ability to create, select and apply appropriate techniques, resources and modern engineering/IT tools, including prediction and modelling, while understanding their limitations.
6. **Engineer and Society:** 95.75% positively assessed their ability to apply contextual reasoning to societal, health, safety, legal and cultural issues and understand the consequent responsibilities relevant to professional engineering practice.
7. **Environment and Sustainability:** 91.49% positively assessed their understanding of the societal and environmental impact of professional engineering solutions and the need for sustainable development. This was one of the two comparatively lowest positive indicators and therefore warrants continued emphasis.
8. **Ethics and Professional Responsibility:** 93.62% positively assessed their ability to apply ethical principles and commit to professional ethics, responsibilities and norms of engineering practice.
9. **Individual and Team Work:** 91.49% positively assessed their ability to function effectively as an individual, and as a member or leader in diverse teams and multidisciplinary settings. Along with sustainability, this was the comparatively lowest positive programme-level indicator.
10. **Communication:** 95.74% positively assessed their ability to communicate effectively on complex engineering activities through reports, design documentation, presentations and clear instructions.
11. **Project Management and Finance:** 95.74% positively assessed their knowledge and understanding of engineering and management principles and their ability to apply these principles to individual and team work and project management in multidisciplinary environments.
12. **Lifelong Learning:** 97.87% positively assessed their recognition of the need for, and preparedness and ability to engage in, independent and lifelong learning in the broad context of technological change.

13. **Overall Programme-End Interpretation:** Positive responses across the twelve programme-level indicators ranged from 91.49% to 97.87%. The results therefore indicate strong perceived programme attainment overall, while sustainability/environmental responsibility and teamwork/leadership should receive comparatively greater reinforcement through multidisciplinary projects, sustainability-oriented case studies, collaborative technical work, peer assessment and structured leadership opportunities.

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

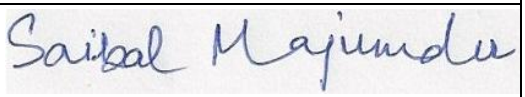
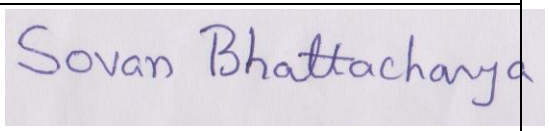
1. **Structured Academic Monitoring:** Course coordinators will maintain a week-wise syllabus progress and attainment tracker, with an internal review at the middle of the semester so that any delay in coverage can be corrected well before the end-semester period.
2. **Targeted Support for Comparatively Weaker Course Indicators:** Courses showing comparatively lower course-end feedback, particularly Data Warehousing and Data Mining in the 6th Semester and the pacing-related indicator in Web and Internet Technology, will be supported through additional problem-solving/tutorial sessions, practice assignments, doubt-clearing hours and closer monitoring of student understanding.
3. **Strengthening Teacher Preparedness:** Faculty members will prepare structured lesson plans, pre-class learning resources and concise revision material for each course. Particular emphasis will be placed on the 8th Semester, where teacher preparedness, though satisfactory, was comparatively lower than in the other even semesters.
4. **Outcome-Based Education Communication:** Course Outcomes, Programme Outcomes, Programme Specific Outcomes and expected competencies will be explicitly discussed at the beginning of each course, revisited before major assessments and mapped to representative assignments, laboratory tasks and projects. This action responds particularly to the comparatively lower 8th Semester outcome-awareness indicator.
5. **Timely Academic Feedback:** Rubric-based feedback on assignments, internal assessments and laboratory performance will be made more systematic. Faculty members will discuss common errors and improvement strategies within a reasonable time after evaluation, with special attention to the 6th and 8th Semester feedback on performance discussion.

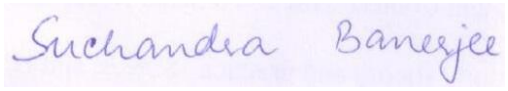
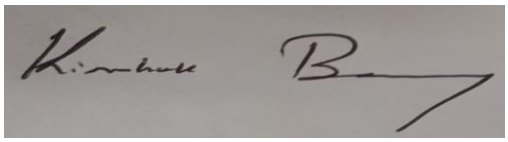
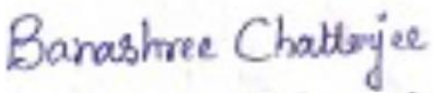
6. **Mentoring and Early Intervention:** Faculty mentors will conduct regular, documented mentoring sessions covering academic progress, attendance, learning difficulties, career planning and personal well-being. Students requiring additional support will be identified early and referred for academic counselling/remedial assistance where necessary.
7. **Student-Centric and Experiential Pedagogy:** Greater use will be made of case studies, coding demonstrations, laboratory-integrated problem solving, mini-projects, peer learning, flipped-learning activities, quizzes and application-oriented discussions so that strong student-centric teaching indicators are sustained and further improved.
8. **ICT-Enabled Teaching:** Faculty members will continue to use projectors, multimedia resources, LMS/ERP materials, simulations, digital repositories and interactive tools. The department will encourage consistent ICT integration across all courses rather than isolated high usage in selected subjects.
9. **Internet and Digital Infrastructure:** The comparatively lower internet ratings, especially in the 2nd, 6th and 8th Semester surveys, will be communicated to the concerned IT/administrative authority. A coverage and bandwidth review will be requested for classrooms, laboratories and student-use areas, with access-point, connectivity and reliability issues recorded and followed up until closure.
10. **Hostel, Canteen, Cleanliness and Sports Facilities:** Facility-related concerns, particularly the 6th Semester hostel rating and the comparatively lower canteen, cleanliness and sports indicators in different semesters, will be formally communicated to the respective institutional committees/administrative sections. A simple issue-tracking mechanism will be used to monitor corrective actions and closure status.
11. **Laboratory and Library Enhancement:** Laboratory readiness, required software/tools, computing resources and experiment availability will be reviewed before commencement of practical classes. Students will also be guided toward relevant library books, e-resources, digital databases and supplementary learning material, with particular attention to the comparatively lower 6th Semester library rating.
12. **Industry, Internship and Employability Preparation:** The department will expand industry interaction through expert talks, technical workshops, internships, field/industry visits, hackathons, coding events and project showcases. Resume preparation, interview practice, communication skills, GitHub/portfolio development and placement-oriented technical training will be integrated into student-development activities.

13. **Sustainability, Teamwork and Leadership:** In response to the Program End Survey, projects and technical assignments will incorporate sustainability, societal impact, ethics and responsible engineering considerations. Multidisciplinary teamwork, rotating leadership roles, peer assessment and team presentations will be used to strengthen collaboration and leadership outcomes.
14. **Higher Studies and Lifelong Learning:** Students will be encouraged to pursue NPTEL/MOOC courses, professional certifications, research reading and competitive-examination preparation. Guidance and resource support will be provided for GATE, CAT, GRE and other higher-study/career pathways.
15. **Holistic Development:** Participation in sports, yoga, NSS/community service, cultural activities, professional societies and other co-curricular/extracurricular activities will be encouraged to support physical well-being, social responsibility, teamwork and value-based development.
16. **Feedback Closure and Continuous Improvement:** A mid-semester pulse feedback and an end-of-cycle review will be used to verify whether the above measures have improved the identified indicators. Major actions taken against student feedback will be communicated to students, and unresolved issues will be carried forward to the next DAC review for documented closure.

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

Signatures of the participants of the DAC meeting held on August 7, 2026.

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)	
7	Prof. Purba Mukhopadhyay	Assistant Professor, CSE(DS)	