DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

NOTICE

Ref: BCREC/CSE/DAC/2025-26/EVEN/001 **Date: 28.07.2026**

Subject: Meeting of the Departmental Academic Committee (DAC) regarding Analysis of Student Feedback and Preparation of Action Taken Report (ATR)

This is for information of all concerned that a meeting of the Departmental Academic Committee (DAC) of the Department of Computer Science and Engineering (CSE) will be held on **3rd August, 2026 (Monday)** at **Lab 3, Main Building**, from **03:30 PM to 04:30 PM** for analysing the Even Semester feedback of the Second, Fourth, Sixth and Eighth Semesters of the B.Tech. CSE programme for the Academic Year 2025–26.

The meeting will also review the Student Satisfaction Survey (SSS), the course-wise feedback, and the Programme End Survey of the outgoing Eighth Semester students. Based on the analysis, the committee will prepare an Action Taken Report (ATR) along with suitable remedial measures for further improving the teaching-learning process, mentoring support, student facilities, employability and the overall learning experience.

The following points will be discussed during the meeting:

1. Analysis of Even Semester feedback of the Second, Fourth, Sixth and Eighth Semesters.
2. Review of the Student Satisfaction Survey (SSS), course-wise feedback and Programme End Survey.
3. Identification of areas requiring improvement in teaching-learning, mentoring, student facilities and employability.
4. Preparation and finalization of the Action Taken Report (ATR).
5. Recommendation of suitable remedial measures for improving the overall student learning experience.

All concerned DAC members are requested to attend the meeting.

28.07.26

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

28/7/26

Dr. Rajkumar Samanta
Professor and HOD, CSE

DR. B. C. ROY ENGINEERING COLLEGE, DURGAPUR

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

Ref: BCREC/CSE/DAC/2025-26/EVEN/002 **Date: 03.08.2026**

The Department of Computer Science and Engineering, Dr. B.C. Roy Engineering College, Durgapur, conducted feedback surveys during the academic year 2025–26 to assess the effectiveness of teaching-learning practices, academic facilities, mentoring, internal evaluation, laboratory experiences, and overall student development.

The feedback mechanism consisted of the following:

1. **Course-End Feedback**
2. **Semester-End Feedback**
3. **Programme-End Feedback**

The feedback collected from students was reviewed to identify strengths, areas requiring improvement, and suitable corrective and preventive actions. The purpose of this Action Taken Report is to document the measures initiated by the department in response to the feedback and to establish a framework for continuous improvement.

The feedback process was conducted with the following objectives:

- To assess the extent of syllabus coverage and academic preparedness of teachers.
- To evaluate the effectiveness of classroom communication and teaching-learning practices.
- To assess the fairness and transparency of internal evaluation.
- To review the effectiveness of mentoring and student counseling.
- To evaluate the implementation of Outcome-Based Education (OBE).
- To assess the availability and adequacy of classroom, laboratory, library, internet and other facilities.
- To understand the extent to which students develop graduate attributes and Programme Outcomes (POs).
- To identify opportunities for improving employability, higher education readiness and lifelong learning.
- To promote continuous improvement in academic and administrative practices.

A total of **412 student responses** were received through the semester-end feedback survey.

The **Semester-End Feedback** survey assessed students' overall satisfaction with academic delivery, including syllabus coverage, teacher preparedness, classroom communication, learning environment, fairness and transparency of internal evaluation, discussion of academic performance, mentoring support, awareness of Course Outcomes, Programme Outcomes and Outcome-Based Education, student-centric teaching-learning practices, ICT-enabled teaching, and the adequacy of academic and student-support facilities. The **Programme-End Feedback** survey evaluated the extent to which graduating students developed the expected graduate attributes and Programme Outcomes, including engineering knowledge, problem-solving, design and research capabilities, use of modern tools, professional ethics, social and environmental responsibility, teamwork, communication, management skills, and readiness for lifelong learning and professional development.

Action Taken Report Based on Semester-End Feedback:

Sl. No.	Feedback Area	Action Taken / Corrective Measures	Responsibility	Status
1	Syllabus coverage	Faculty members were advised to prepare course plans at the beginning of the semester and monitor syllabus coverage periodically. Academic progress was reviewed through departmental meetings and course monitoring.	HOD and Course Teachers	Implemented and continued
2	Teacher preparedness	Faculty members were advised to prepare lesson plans, teaching materials, presentations, examples and relevant reference materials before conducting classes.	HOD and Course Teachers	Implemented
3	Communication skills of teachers	Faculty members were encouraged to maintain clear, interactive and student-friendly communication inside and outside the classroom. Students were encouraged to seek academic clarification through appropriate communication channels.	HOD and Faculty Members	Implemented and continued
4	Learning environment	Faculty members were advised to promote an inclusive, participative and supportive classroom environment. Students were encouraged to actively participate in discussions and academic activities.	All Faculty Members	Implemented
5	Fairness of internal	Internal evaluation procedures,	HOD and Course	Implemented

	evaluation	assessment criteria and marks distribution were communicated to students. Faculty members were advised to maintain transparency and consistency in assessment.	Teachers	
6	Discussion of internal and laboratory performance	Students were encouraged to review their internal assessment and laboratory performance. Faculty members were advised to provide feedback and explain areas requiring improvement.	Course Teachers and Lab Instructors	Implemented
7	Cognitive, social and emotional development	Mentoring, classroom interaction, academic counselling and student participation in departmental activities were strengthened to support the overall development of students.	Mentors and HOD	Implemented and continued
8	Communication of COs, POs and OBE	Course Outcomes, Programme Outcomes and the significance of Outcome-Based Education were communicated to students through classroom discussions, course files, departmental activities and academic orientation.	HOD, OBE Coordinator and Faculty Members	Implemented
9	Mentoring and counselling	Mentors were advised to interact regularly with students, identify academic and personal difficulties, encourage strengths and provide suitable guidance for overcoming weaknesses.	Faculty Mentors	Implemented and continued
10	Student-centric teaching-learning methods	Faculty members were encouraged to use examples, case studies, problem-solving, experiential learning, participative learning, discussions, demonstrations and application-oriented teaching methods.	Course Teachers	Implemented and continued
11	Internship, workshops and employability activities	The department continued to encourage student participation in internships, workshops, seminars, coding activities, technical events, co-curricular activities and skill-development programmes.	HOD, Training and Placement Cell, Faculty Coordinators	Implemented and continued
12	Use of ICT tools	Faculty members were encouraged to use LCD projectors, multimedia	Course Teachers	Implemented

		presentations, digital learning resources, online demonstrations, simulations and other ICT-enabled tools wherever appropriate.		
13	Classroom facilities	Classroom requirements were reviewed and issues related to furniture, lighting, ventilation, teaching aids and other basic facilities were communicated to the appropriate authority for necessary action.	HOD and Institute Administration	Reviewed and continued
14	Laboratory facilities	Laboratory requirements, equipment availability, software installation and maintenance issues were reviewed. Faculty members were advised to ensure proper utilization of laboratory facilities during practical classes.	HOD, Lab In-charges and Technical Staff	Implemented and continued
15	Library facility	Students were encouraged to use textbooks, reference books, journals, e-resources and digital learning materials. Additional academic resource requirements were identified for further consideration.	HOD and Library Committee	Implemented and continued
16	Hostel facility	Hostel-related feedback was communicated to the concerned authority for review and necessary improvement wherever applicable.	HOD and Institute Administration	Communicated for necessary action
17	Sports facility	Students were encouraged to participate in sports and extracurricular activities. Feedback regarding sports facilities was considered for communication to the concerned authority.	HOD and Sports Coordinator	Implemented and continued
18	Water facility	Students' feedback regarding drinking-water availability and related facilities was considered and communicated to the concerned authority wherever necessary.	HOD and Institute Administration	Reviewed
19	Cleanliness and hygiene	Students were advised to maintain cleanliness and hygiene in classrooms, laboratories and	HOD, Faculty Members and Institute	Implemented and continued

		common areas. Facility-related concerns were communicated to the concerned authority.	Administration	
20	Canteen facility	Feedback related to canteen facilities was considered and communicated to the concerned authority for review and necessary improvement.	HOD and Institute Administration	Communicated for necessary action
21	Internet facility	The importance of reliable internet connectivity for academic learning, programming practice, online resources and digital platforms was communicated to the concerned authority.	HOD and Institute Administration	Reviewed and continued
22	Engineering knowledge and problem-solving ability	Students were encouraged to participate in application-oriented assignments, programming problems, laboratory work, projects, technical competitions and problem-solving activities.	Course Teachers and Project Coordinators	Implemented and continued
23	Research and investigation skills	Students were encouraged to undertake mini-projects, final-year projects, literature reviews, technical presentations and research-oriented activities.	Project Guides and Faculty Members	Implemented and continued
24	Design and development skills	Project-based learning, system design, software development, laboratory experimentation and practical assignments were emphasized to improve design and development capabilities.	Course Teachers and Project Guides	Implemented and continued
25	Modern engineering and IT tools	Students were encouraged to use contemporary programming languages, software tools, development environments, simulation tools, version-control platforms and other relevant technologies.	Course Teachers and Lab In-charges	Implemented and continued
26	Professional ethics and social responsibility	Professional ethics, responsible technology use, cybersecurity awareness, intellectual property, data privacy and societal responsibilities were emphasized through classroom discussions and project guidance.	Faculty Members and Project Guides	Implemented

27	Teamwork and multidisciplinary learning	Group assignments, laboratory activities, project work, technical events and collaborative learning were promoted to develop teamwork and leadership skills.	Course Teachers and Project Coordinators	Implemented and continued
28	Communication skills	Students were encouraged to participate in seminars, presentations, group discussions, project demonstrations, report writing and technical communication activities.	Course Teachers and Training Coordinators	Implemented and continued
29	Engineering management and leadership	Students were encouraged to develop planning, task allocation, documentation, project scheduling, teamwork and leadership skills through project and departmental activities.	Project Guides and Faculty Members	Implemented
30	Lifelong learning and higher education	Students were encouraged to pursue online courses, certifications, internships, competitive examinations, higher studies, research activities and self-learning opportunities.	HOD, Faculty Mentors and Training and Placement Cell	Implemented and continued

Programme-End Feedback: Action Plan for Graduate Attributes and Pos:

The programme-end feedback from **132 graduating students** was considered for reviewing the effectiveness of the programme in developing the expected graduate attributes.

Graduate Attribute / PO Area	Action Taken
Engineering knowledge	Emphasis was placed on strengthening fundamental concepts through classroom teaching, tutorials, laboratory work and application-oriented assignments.
Problem analysis	Students were encouraged to solve programming, algorithmic and engineering problems through tutorials, laboratory exercises, case studies and project work.

Design and development of solutions	Project-based learning and software development activities were promoted to improve students' ability to design and implement solutions.
Research and investigation	Students were encouraged to conduct literature reviews, experimentation, data analysis and research-oriented project activities.
Modern tool usage	Students were encouraged to use modern programming languages, software tools, development platforms and relevant IT resources.
Engineer and society	Faculty members emphasized the societal, legal, ethical, health and safety implications of engineering and computing solutions.
Environment and sustainability	Students were encouraged to consider environmental impact, sustainability and responsible use of technology in academic and project activities.
Professional ethics	Professional conduct, academic integrity, responsible technology use and ethical practices were emphasized.
Individual and teamwork	Group assignments, laboratory activities, project work and technical events were used to develop teamwork and leadership skills.
Communication	Presentations, seminars, project demonstrations, technical reports and group discussions were promoted.
Engineering management	Students were encouraged to develop planning, documentation, coordination, task management and leadership skills through project activities.
Lifelong learning	Students were encouraged to pursue certifications, online learning, internships, higher studies and continuous professional development.

Course-End Feedback: Departmental Action:

Course-end feedback was considered as an important mechanism for reviewing the effectiveness of individual courses and faculty members. Based on the feedback process, the department initiated or continued the following measures:

- Review of course delivery and syllabus completion.
- Improvement of course materials and lecture planning.
- Greater emphasis on practical examples and real-world applications.
- Inclusion of additional problem-solving and programming exercises.
- Improvement of laboratory manuals and practical assignments.
- Review of internal assessment methods.
- Encouragement of student participation during classes.
- Use of ICT tools and digital learning resources.
- Identification of slow learners and provision of additional academic support.
- Encouragement of advanced learners to participate in research, competitions and certification programmes.
- Review of course-wise feedback during departmental academic meetings.

Faculty members were advised to consider course-specific feedback while preparing teaching plans for the subsequent academic session.

Continuous Improvement Measures :

To ensure that feedback is effectively translated into improvement, the department proposed the following continuous improvement measures for the academic year 2026–27:

1. **Regular Feedback Review**
   Feedback results will be reviewed semester-wise and course-wise during departmental meetings.
2. **Improved Documentation**
   Course files, lesson plans, attendance records, internal assessment records and mentoring records will be maintained systematically.
3. **Strengthening OBE Practices**
   COs, POs and Programme Educational Objectives will be communicated more effectively to students.
4. **Enhanced Practical Learning**
   More application-oriented laboratory assignments, mini-projects and problem-solving activities will be introduced.
5. **Improved Student Mentoring**
   Mentoring interactions will be conducted regularly, with appropriate documentation of student concerns and follow-up actions.
6. **Industry and Employability Orientation**
   Students will be encouraged to participate in internships, industry interactions, workshops, seminars, coding contests and skill-development programmes.
7. **Strengthening Research Culture**
   Students will be encouraged to participate in research projects, technical paper presentations, project exhibitions and innovation-related activities.
8. **Facility Improvement**
   Feedback regarding classrooms, laboratories, internet, library and other facilities will be communicated to the concerned authority for necessary action.
9. **Graduate Attribute Development**
   Activities will be planned to strengthen communication, teamwork, ethics, leadership, problem-solving and lifelong learning.
10. **Monitoring of Action Taken**
    The implementation of corrective actions will be reviewed periodically by the Head of the Department and concerned faculty coordinators.
11. The Department of Computer Science and Engineering, Dr. B.C. Roy Engineering College, Durgapur, acknowledges the valuable feedback received from students during the academic year 2025–26.
12. The semester-end feedback from **412 students** and programme-end feedback from **132 graduating students** provided useful inputs regarding academic delivery, teaching-learning practices, mentoring, OBE implementation, infrastructure and graduate attribute development.

Conclusion:

The department has initiated and continued various measures to address the identified areas of improvement. These include strengthening academic monitoring, promoting student-centric teaching, improving laboratory and project-based learning, enhancing mentoring, encouraging internships and employability activities, and supporting the development of professional and graduate attributes.The department is committed to reviewing the effectiveness of these actions through subsequent feedback, academic monitoring and departmental review meetings. The feedback process will continue to serve as an important component of the department's continuous improvement and quality enhancement mechanism.

03.08.26

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

03/8/26

Dr. Rajkumar Samanta
Professor and HOD, CSE

DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING

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27	Mr. Pravash Kumar Das	
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30	Mr. Biplab Paul	
31	Mr. Supriyo Chatterjee	