# DR. B. C. ROY ENGINEERING COLLEGE

**Department of Electronics and Communication Engineering**

**Durgapur**

# ACTION TAKEN REPORT

## Academic Year 2025-2026

### EVEN SEMESTER

Semester End Feedback | Feedback on Facilities | Program End Survey

Report code BCREC/ECE/ATR/2025-26/EVEN

Prepared for Department Advisory Committee

Prepared on 4 November 2026

### Purpose and Scope

This report presents the ECE feedback findings for Academic Year 2025-26 and sets out corrective measures, proposed implementation responsibilities and records for follow-up. It covers academic delivery, institutional facilities and graduating-student self-assessment of programme outcomes.

The Even-semester evidence comprises the Semester II and Semester IV ECE surveys. The combined results point to gaps in ICT use, mentoring, the learning environment and perceived syllabus coverage. Hostel, water and internet services require priority review. The annual Program End Survey is included separately from these semester-specific findings.

### Scope of Review

| Feedback instrument | Coverage |
|---|---|
| Semester End Feedback | Semester II and Semester IV, academic items 1-12; printed participant counts 2 and 8. |
| Feedback on Facilities | The same two surveys, facility items 13-21; ten responses per item except hostel, which has nine. |
| Program End Survey | Annual 2025-26 ECE return; five responses per survey item, reviewed against the 11 programme outcomes. |

### Basis for Departmental Review

The action response builds on the practical teaching, simulation support, assessment transparency and mentoring measures recorded in the 2024-25 ECE reports. The proposed measures are to be reviewed through the departmental process and closed against the supporting evidence specified in the action tables.

The Program End return is an annual ECE record common to both semester reports. Percentages use each item's displayed response counts. The action tables distinguish proposed work from documented completion.

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# 1 Semester End Feedback Analysis

## 1.1 Overview

The Semester II and IV returns contain two and eight responses respectively. Counts are pooled item by item, giving ten academic responses per item. The results indicate issues for follow-up and should be checked through class discussion before wider departmental conclusions are drawn.

## 1.2 Key feedback summary

| Item | Parameter | Responses | Mean / 4 | Top two options |
|---|---|---|---|---|
| 1 | Syllabus coverage | 10 | 2.60 | 60.0% |
| 2 | Teacher preparation | 10 | 2.90 | 80.0% |
| 3 | Teacher communication | 10 | 3.10 | 70.0% |
| 4 | Learning environment | 10 | 2.40 | 60.0% |
| 5 | Fairness of internal evaluation | 10 | 3.20 | 70.0% |
| 6 | Discussion of assessment results | 10 | 2.90 | 70.0% |
| 7 | Mentoring for overall development | 10 | 2.40 | 50.0% |
| 8 | CO and PO awareness | 10 | 2.80 | 70.0% |
| 9 | Mentor interaction | 10 | 2.70 | 60.0% |
| 10 | Examples and student-centred learning | 10 | 2.80 | 70.0% |
| 11 | Internships and co-curricular exposure | 10 | 3.30 | 90.0% |
| 12 | ICT use in teaching | 10 | 2.30 | 50.0% |

**Reading the table** Mean = (4n4 + 3n3 + 2n2 + n1) / N. Top two options = 100 x (n4 + n3) / N. Item-specific response labels are retained in interpretation: for syllabus coverage these are 70-100% coverage; for ICT use they indicate at least 60% of teachers using ICT. The column is not a single overall satisfaction score.

## 1.3 Strengths and areas needing improvement

**Strengths.** Internship and co-curricular exposure is highest at 3.30/4, with nine of ten responses in the top two options. Evaluation fairness follows at 3.20/4, although three responses are in the two lower options.

**Priorities.** ICT use is lowest at 2.30/4. Developmental mentoring and the learning environment both score 2.40/4. Four of ten responses indicate syllabus coverage below 70%; this requires a course-level coverage review.

**Source records** E1 Semester II ECE survey, pp. 1-8; E2 Semester IV ECE survey, pp. 1-8.

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# Semester End Feedback Action Response

## 1.4 Corrective actions and responsibilities

The measures below extend practices recorded in the previous ECE ATRs. Proposed leads identify the relevant departmental role; the listed records provide evidence for closure.

| Focus area | Corrective measure | Proposed lead | Follow-up evidence |
|---|---|---|---|
| Syllabus coverage | Compare the teaching plan with topics actually completed, identify delayed units and schedule recovery sessions. Share a unit-wise completion statement with the class. | Course teachers and year coordinator | Coverage record, recovery sessions and a student check of completed topics. |
| ICT use and practical explanation | Integrate circuit simulation, waveform analysis and short visual demonstrations into difficult topics. Provide guided exercises using SPICE or Python where suitable. | Course and laboratory teachers | Demonstration material, exercise submissions and evidence of student access. |
| Mentoring continuity | Allocate a regular mentoring slot, record individual learning difficulties and review each agreed action at the next interaction. Discuss repeated concerns with the year coordinator. | Mentors and year coordinator | Dated interaction logs and follow-up outcomes. |
| Learning environment | Use smaller tutorial groups for topics identified as difficult. Begin sessions with a short diagnostic task and end with an application problem. | Course teachers | Diagnostic results, tutorial attendance and comparison of task performance. |
| Fairness and assessment discussion | Publish the rubric before assessment, explain marked scripts and laboratory results, and record the resolution of student queries. | Assessment and course coordinators | Rubrics, evaluated samples and query-resolution records. |
| CO and PO communication | Display unit outcomes in the course material and connect practical tasks to the relevant COs and POs. Review student understanding during tutorial discussions. | Course teachers and OBE coordinator | Outcome mappings, course material and student explanations. |

## 1.5 Semester Specific implementation focus

For Semester II, follow up the two respondents individually through the normal class and mentoring channels; divergent ratings should not be treated as a cohort consensus. For Semester IV, prioritise developmental mentoring, ICT-supported instruction and the learning environment. Review unit completion against the course timetable.

## 1.6 Review and recommendations

Review the action register at the next departmental review and before the next survey. Use teaching records and student follow-up to confirm closure. Retain effective assessment discussion and co-curricular provision.

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# 2 Feedback on Facilities Analysis

## 2.1 Overview

Facility feedback is drawn from items 13-21 of the ECE Semester End Survey. The scale is 4 Excellent, 3 Very Good, 2 Good and 1 Poor. The top-two percentage refers to Excellent or Very Good; a Good response is not counted as a negative response.

## 2.2 Key feedback summary

| Item | Parameter | Responses | Mean / 4 | Top two options |
|---|---|---|---|---|
| 13 | Classroom | 10 | 2.60 | 60.0% |
| 14 | Laboratory | 10 | 2.50 | 50.0% |
| 15 | Library | 10 | 2.90 | 50.0% |
| 16 | Hostel | 9 | 2.33 | 44.4% |
| 17 | Sports | 10 | 2.80 | 60.0% |
| 18 | Water | 10 | 2.50 | 50.0% |
| 19 | Cleanliness and hygiene | 10 | 2.80 | 60.0% |
| 20 | Canteen | 10 | 2.70 | 60.0% |
| 21 | Internet | 10 | 2.40 | 40.0% |

## 2.3 Strengths and areas needing improvement

**Relative strengths.** Library has the highest mean at 2.90/4, followed by sports and cleanliness at 2.80/4. Library feedback contains no Poor response, although only five of ten responses are Excellent or Very Good.

**Priority concerns.** Hostel is lowest at 2.33/4, followed by internet at 2.40/4. Water and laboratory both score 2.50/4. Hostel has three Poor responses out of nine; water has three out of ten. These concerns require direct service checks.

| Semester | Specific follow-up |
|---|---|
| Semester II | Internet and canteen each have one Poor rating among two responses. Verify the individual issue; the single hostel response is Very Good. |
| Semester IV | Hostel and water each have three Poor ratings among eight responses. Laboratory and classroom each have two Poor ratings. Prioritise a location-specific inspection. |
| Combined view | Use pooled counts rather than the unweighted average of two percentages. Hostel has nine responses because Semester II has only one hostel response. |

Mean scores are weighted by the response counts displayed for the item. Rating differences indicate where to investigate; they do not establish a verified cause, completed repair or change from the previous academic year.

**Source records** E1 Semester II ECE survey, pp. 1-8; E2 Semester IV ECE survey, pp. 1-8.

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# Feedback on Facilities Action Response

## 2.4 Corrective actions and responsibilities

Collect ECE student concerns and refer shared-campus issues to the relevant unit. Diagnose the service problem, record the correction and check the outcome with students.

| Service | Corrective measure | Proposed lead | Follow-up evidence |
|---|---|---|---|
| Internet | Record affected rooms, times and applications; check connectivity at those locations. Review access-point coverage and load, correct identified faults and verify service with students. | IT services with ECE coordinator | Location-wise test results, service tickets and user confirmation after correction. |
| Hostel | Collect room- or block-specific concerns. Inspect reported maintenance and amenity issues with the hostel administration, assign repair tasks and confirm their resolution. | Hostel administration | Inspection notes, work orders and resident confirmation. |
| Water | Inspect drinking-water points for availability, dispenser condition and maintenance needs. Route quality concerns through the institute water-testing and maintenance process. | Administration and maintenance | Inspection and service records, with water-test records where applicable. |
| Canteen | Review food quality, hygiene, service and menu concerns with student representatives and the operator. Record agreed corrections and check the service again. | Administration and canteen committee | Inspection record, operator response and student follow-up. |
| Cleanliness | Identify areas requiring additional attention, align cleaning rounds with use and record routine checks. Follow up repeated complaints at the same location. | Housekeeping supervisor | Cleaning checklist, inspection record and closure of repeat complaints. |
| Laboratory and classroom | Check working instruments, seating, ventilation and teaching aids. Maintain a fault list, plan repairs and arrange practical batches around the available working equipment. | Laboratory in-charges and maintenance | Equipment status, maintenance records and revised access or batch schedules. |
| Library and sports | Retain the services that students rate favourably. Review access times, resource requests and sports participation barriers, then communicate the resulting arrangements. | Librarian and sports coordinator | Access schedules, resource requests and participation or use records. |

## 2.5 Recommendations and monitoring

Give hostel, water and internet the first service review. Keep a facilities register of issues, responsible units, responses and closure evidence. Base equipment purchases on a documented fault or capacity assessment.

Check resolution at the next student-representative interaction. Review repeat complaints and refer unresolved shared-service issues to the institute administration. Check survey coverage before comparing later feedback.

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# 3 Program End Survey Analysis

## 3.1 Overview

The annual 2025-26 ECE Program End Survey has five responses per outcome. It is a graduating-student self-assessment. The same annual result appears in both ATR volumes for programme-level follow-up.

## 3.2 Programme outcome summary

| Outcome | Parameter | Strongly Agree | Agree | Mean / 4 | Positive |
|---|---|---|---|---|---|
| PO1 | Engineering knowledge | 0 | 5 | 3.00 | 100.0% |
| PO2 | Problem analysis | 0 | 5 | 3.00 | 100.0% |
| PO3 | Design and development of solutions | 0 | 5 | 3.00 | 100.0% |
| PO4 | Investigation of complex problems | 0 | 5 | 3.00 | 100.0% |
| PO5 | Modern tool usage | 0 | 5 | 3.00 | 100.0% |
| PO6 | The engineer and the world | 0 | 5 | 3.00 | 100.0% |
| PO7 | Ethics | 0 | 5 | 3.00 | 100.0% |
| PO8 | Individual and team work | 1 | 4 | 3.20 | 100.0% |
| PO9 | Communication | 1 | 4 | 3.20 | 100.0% |
| PO10 | Project management and finance | 1 | 4 | 3.20 | 100.0% |
| PO11 | Lifelong learning | 1 | 4 | 3.20 | 100.0% |

**Scale Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. Positive = Agree plus Strongly Agree. Each reported item has N = 5, with no Disagree or Strongly Disagree responses. The earlier survey items on society and environment both scored 3.00 and are considered together under the revised PO6; this does not represent a new combined survey response.**

## 3.3 Key findings

**Favourable responses. The survey items corresponding to revised PO8-PO11 each have one Strongly Agree and four Agree responses, giving 3.20/4. Items corresponding to PO1-PO7 each have five Agree responses and no Strongly Agree response, giving 3.00/4.**

## 3.4 Interpretation for action

Strengthen independent application, design, investigation and modern-tool practice through exercises and project reviews. Retain teamwork, presentations, planning and independent learning. The mean of the 11 displayed outcome values is 3.07/4, an indicative indirect survey measure rather than a direct attainment score. PO6 reflects two earlier survey items with the same mean.

One response changes an outcome percentage by 20 points. Check this small-sample finding against course assessment and project evidence before making department-wide attainment claims.

**Source records** P1 Annual ECE Program End Survey, pp. 1-5.

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# Program End Survey Action Response

## 3.5 Corrective actions and recommendations

The survey gives no adverse rating. Focus on independent competence while retaining teamwork, communication and independent-learning opportunities.

| Outcomes | Corrective or sustaining measure | Proposed lead | Review evidence |
|---|---|---|---|
| PO1 and PO2 | Use ECE problem-formulation clinics: define the requirement, state assumptions, select an analytical method and compare the result with a measurement or calculation. | Course and project teachers | Problem statements, worked analysis and feedback on reasoning. |
| PO3 and PO4 | Use a design-review sequence covering requirements, alternatives, prototype or model, testing and interpretation. Require an explanation of why the selected design meets its constraints. | Project coordinator and supervisors | Design notes, test plans, measured results and review rubrics. |
| PO5 | Build guided practice with SPICE, Python-based signal analysis and hardware-design tools appropriate to the course. Require students to explain tool assumptions and validate outputs. | Laboratory and course teachers | Model or code files, validation results and a short limitations statement. |
| PO6 and PO7 | Include safety, social context, environmental impact and ethical choices in design reviews. Use ECE examples such as electrical safety, e-waste and responsible handling of communication data. | Course and project teachers | Case responses and the relevant sections of project reports. |
| PO8, PO9 and PO10 | Retain team projects with defined roles, progress reviews, technical presentations and a basic resource or cost plan. Assess individual contribution alongside the team output. | Project and seminar coordinators | Team plans, individual contribution records, presentations and project budgets. |
| PO11 | Ask students to complete an independent technical learning task and demonstrate what they learned through a small implementation, reading review or seminar. | Mentors and project supervisors | Learning logs, demonstrations and reflective technical summaries. |

## 3.6 Follow Up and closure

The OBE coordinator should link actions to CO and PO evidence for departmental review. Use student work and assessment records to confirm closure. Compare survey results when another graduating-cohort return is available.

## 3.7 Continuity with the departmental reference reports

The 2024-25 ECE ATRs record practical examples, simulation support, transparent evaluation and structured mentoring. This response links those directions to the 2025-26 findings; it does not count historical actions as new completed work.

**Reference documents** ATR_2024-2025_ODD.pdf and ATR_2024-2025_EVEN.pdf, ECE Department, supplied departmental records.

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# 4 Departmental Review and Endorsement

## 4.1 Review Procedure

The feedback findings and proposed corrective measures are submitted for departmental review. Implementation records should identify the measure taken, the responsible unit and the evidence used to confirm closure. Matters relating to shared facilities should be referred to the appropriate institute authority.

| Review stage | Departmental procedure |
|---|---|
| Academic review | Course teachers and year coordinators review the academic priorities, maintain the action register and check student follow-up. |
| Facilities review | The departmental coordinator forwards service concerns to the responsible administrative unit and records the response received. |
| Programme outcome review | The OBE coordinator relates the annual survey findings to course, laboratory and project assessment evidence. |
| Closure review | The Department Advisory Committee reviews progress and supporting records through the normal departmental review process. |

## 4.2 Supporting Records

Retain the survey returns, item-wise calculations, teaching and mentoring records, maintenance responses and relevant student work with the departmental feedback file. Meeting decisions and completion status should be recorded when the review and implementation take place.

## 4.3 Source Records

E1 Semester II ECE Semester End Survey

https://srv15-bcrec.in/vc/Feedback/AQAR/2025-26/student/semester-end-analysis/ENGINEERING/even/second/ece-second.pdf

E2 Semester IV ECE Semester End Survey

https://srv15-bcrec.in/vc/Feedback/AQAR/2025-26/student/semester-end-analysis/ENGINEERING/even/fourth/ece-fourth.pdf

P1 ECE Program End Survey Analysis

https://srv15-bcrec.in/vc/Feedback/AQAR/2025-26/student/program-end-analysis/ENGINEERING/ECE/program-end-analysis.pdf

## 4.4 Departmental Endorsement

For review and endorsement by the designated departmental signatories.

**Feedback Coordinator**
Department of ECE

**Head of the Department**
Department of ECE

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