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Minutes of Meeting of Departmental Academic Committee held at Room 117 from 3:00 PM on 17/08/2026

A special DAC meeting was held to discuss and finalize the Action Taken Report based on Semester and Course End Feedback Survey, Student Satisfaction Survey and Feedback on Facilities for the Academic Year 2025–26.

Members Present:

Sl. No.	Name of the Faculty	Signature
1	Dr. Shibendu Mahata	
2	Dr. Dola Sinha	
3	Dr. Ritu Rani De Maity	
4	Dr. Sanjoy Kumar Saha	
5	Dr. Soumen Mallick	
6	Dr. Tushnik Sarkar	
7	Dr. Chandan Paul	
8	Dr. Sourav Paul	
9	Dr. Sneha Sultana	
10	Dr. Kingsuk Majumdar	
11	Dr. Soham Dey	
12	Dr. Snehashis Ghoshal	
13	Prof. Mou Das Mahapatra	
14	Prof. Sunil Kumar Choudhary	
15	Prof. Adhit Roy	
16	Prof. Saradindu Mondal	

Particular	Present Survey Coverage
Semester-End Feedback on Academics	2nd, 4th, 6th and 8th semesters
Additional Student Satisfaction Survey (SSS)	4th-year/pass-out students
Academic year	2025–26
Department	Electrical Engineering

Important data note: The present working set contains the previous ATR sample and Semester-End Academic Feedback reports for the 2nd, 4th, 6th and 8th semesters. The current 4th-year Student Satisfaction Survey (SSS) report is still not included in the supplied files. Therefore, the SSS participant number and SSS findings are not carried forward from the previous year's sample and are deliberately kept as "Data pending".

1. Purpose of the Action Taken Report

This Action Taken Report (ATR) documents the major observations arising from the Semester-End Feedback on Academics and specifies practical, department-level actions that can be implemented, monitored and evidenced. The action plan follows the broad presentation pattern of the previous ATR supplied as the departmental sample, while reducing the number of actions to a manageable set of recurring activities.

The previous ATR sample used separate sections for academic/programme-end feedback and Student Satisfaction Survey and converted areas of concern into specific actions such as remedial support, faculty development, mentoring, transparent evaluation, application-oriented teaching and student engagement. The present ATR retains that implementation-oriented approach.

2. Survey Participation and Data Handling

Table 1: Participation in the Semester-End Academic Feedback available for 2025–26

Semester	Students Participated	Status
2nd	46	Available
4th	80	Available
6th	107	Available
8th	47	Available
Total academic-feedback participation	**280**	46 + 80 + 107 + 47

The source reports state 46 participants for the 2nd semester, 80 for the 4th semester, 107 for the 6th semester and 47 for the 8th semester. These are kept separate because the response populations are

different. The resulting total of 280 is the sum of participation across the four semester surveys; it is **not** a single 280-student survey population. The item-level response counts in the source reports are not always internally identical to the declared participation number for every question. For example, the 4th-semester report shows 80 declared participants, while Question 2 displays 36+35+0+8=79 responses. Similar small mismatches occur in some other source items. Accordingly, this ATR does not manufacture or redistribute missing responses; the reported percentages are retained as the primary evidence for item-wise interpretation.

Decision rule used for action planning: an item has been considered for specific improvement action where a noticeable proportion of students selected the lower two response categories, or where the same concern appears across more than one semester. Strongly positive items are retained as "maintain and standardize" practices rather than creating unnecessary new activities.

3. Semester-End Feedback on Academics: Key Findings

The academic feedback reports contain twelve attributes covering syllabus coverage, teacher preparation, communication, learning environment, internal evaluation, performance discussion, mentoring, OBE awareness, mentor interaction, student-centric teaching, opportunities for holistic development and ICT use in teaching.

Table 2: Semester-wise academic feedback: principal observations

No.	Attribute	2nd	4th	6th	8th	Action interpretation
1	Syllabus coverage	78.72% at 70% or above	87.50% at 70% or above	80.37% at 70% or above	83.33% at 70% or above	Strengthen coverage monitoring; targeted support for lagging courses.
2	Teacher preparedness	91.49% thor-ough/satisfactory	89.87% thor-ough/satisfactory	84.25% thor-ough/satisfactory	89.58% thor-ough/satisfactory	Maintain preparation; address indifference and share good practices.
3	Teacher communication	80.85% effec-tive/sometimes effective	93.75% effec-tive/sometimes effective	81.90% effec-tive/sometimes effective	85.10% effec-tive/sometimes effective	Improve consistency of communication and classroom interaction.
4	Learning environment	70.21% excellent/very good	86.25% excellent/very good	83.18% excellent/very good	83.34% excellent/very good	Priority improvement for junior-semester learning environment.

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Table 2: Semester-wise academic feedback: principal observations (Continued)

5	Fairness of internal evaluation	80.85% always/usually fair	91.25% always/usually fair	84.11% always/usually fair	85.42% always/usually fair	Reinforce transparent criteria and assessment review.
6	Discussion of internal/lab performance	78.72% every time/usually	90.00% every time/usually	87.86% every time/usually	87.50% every time/usually	Improve regularity, particularly in early semesters.
7	Teaching and mentoring supports growth	76.09% significantly/very well	86.25% significantly/very well	84.26% significantly/very well	82.98% significantly/very well	Strengthen structured mentoring and follow-up.
8	Awareness of competencies, COs, POs and OBE	82.97% every time/usually	90.00% every time/usually	85.19% every time/usually	85.42% every time/usually	Maintain and standardize CO/PO communication.
9	Mentor identifies strengths/weaknesses	82.98% regularly/usually	90.00% regularly/usually	87.04% regularly/usually	85.42% regularly/usually	Maintain strong practice; improve documentation of follow-up.
10	Examples, applications and student-centric methods	78.72% every time/usually	87.50% every time/usually	88.89% every time/usually	85.41% every time/usually	Increase application/problem solving activities in lower semesters.
11	Internship/field visit/workshop/co-curricular exposure	78.72% every time/usually	82.50% every time/usually	89.82% every time/usually	83.34% every time/usually	Expand exposure systematically; maintain activity calendar.
12	ICT use in teaching	73.91% at 60% or above	85.00% at 60% or above	86.92% at 60% or above	79.17% at 60% or above	Maintain ICT use and improve consistency where adoption is lower.

Note: The percentages in the table are taken from the respective source reports and therefore refer to each semester's own respondent population. They should not be interpreted as a pooled percentage for all 280 students. For Question 12, the "60% or above" figure combines the report's first two response categories (Above 90% and 60–89%).

3.1. Important observations requiring action

- **Syllabus coverage:** The 4th semester is comparatively stronger (87.50% reporting 70% or above), while the 2nd semester has the lowest reported proportion at 70% or above (78.72%). Coverage monitoring should therefore remain a routine control for every semester.

- **Learning environment:** The 2nd semester is the clearest area for improvement, with 29.79% selecting "Good" or "Fair". The corresponding lower-category share is smaller in the 4th, 6th and 8th semesters.
- **Communication:** The 2nd and 6th semesters show comparatively higher lower-category responses than the 4th and 8th semesters. Short question-answer rounds, doubt-clearing and regular student interaction can address this without additional major infrastructure.
- **Internal evaluation and performance discussion:** The 4th semester is strongly positive, while the 2nd semester is comparatively weaker in the regularity of discussing internal/laboratory performance. This supports a simple post-assessment discussion practice across all courses.
- **Mentoring and student-centric teaching:** The 4th semester shows strong responses, but the 2nd semester remains comparatively lower. Early, structured mentoring and application-oriented teaching should therefore be emphasized from the junior semesters.
- **ICT use:** The 4th semester reports 85.00% at 60% or above, while the 2nd semester is lowest among the four at 73.91%. The practical action is to ensure consistent use of available multimedia/ICT resources where they add instructional value, rather than imposing a rigid percentage target.

4. Action Taken / Action Plan Based on Current Academic Feedback

The following actions are intentionally limited to activities that can be implemented within the existing departmental academic structure.

Table 3: Practical Action Plan based on Semester-End Academic Feedback

Sl. No.	Feedback area	Action to be implemented	Evidence / monitoring
1	Syllabus coverage	Faculty will maintain a simple mid-semester and end-semester syllabus coverage record. Courses showing de-lay will include a short recovery plan, with extra tutorial/remedial classes where necessary.	Mid-semester coverage sheet; end-semester coverage report; remedial-class record.
2	Teacher prepared-ness	Faculty will continue lesson planning and preparation of lecture/laboratory materials. Good practices in lesson planning, demonstrations and problem explanation will be shared in departmental meetings.	Course file; les-son plan/materials; DAC/department meeting record.

Sl.	Feedback area	Action to be implemented	Evidence / monitoring
3	Communication and classroom interaction	Teachers will use short question-answer rounds, doubt-clearing slots, board/ visual explanations and periodic feedback. Students will be encouraged to raise course-related difficulties without waiting for formal examinations.	Class records; mentor-ing notes; sample feed-back summary.
4	Learning environ-ment	For lower-semester classes, the department will identify classroom/laboratory issues affecting learning and communicate actionable requirements to the competent authority. Faculty will also ensure orderly laboratory utilization and effective use of available teaching aids.	Issue register; laboratory/classroom inspection note; forwarded requirement list.
5	Fairness of internal evaluation	Assessment criteria/rubrics will be communicated before major internal assessments. Faculty will discuss marks, common errors and improvement points after assessments, subject to departmental academic regulations.	Rubrics/question paper pattern; sample evaluated script discussion record; assessment re-view note.
6	Performance discus-sion	A short performance-discussion slot will be included after internal/laboratory assessments, with special attention to early-semester students.	Faculty course record; attendance/interaction record; mentoring log.
7	Mentoring and weakness identifica-tion	Mentors will review academic progress periodically and record key strengths, difficulties and follow-up action. Students requiring additional support will be directed to remedial/doubt-clearing sessions.	Mentoring logbook; remedial class record; follow-up status.
8	CO/PO/OBE aware-ness	Course outcomes and relevant programme outcomes will be reiterated at the beginning of courses and during suitable laboratory/project activities.	Course file; LMS/classroom material; departmental academic record.

Sl.	Feedback area	Action to be implemented	Evidence / monitoring
9	Student-centric/application-based teaching	Faculty will increase use of real-world examples, numerical/problem-solving activities, mini case studies, demonstrations and application-oriented tasks, especially in junior semesters.	Lesson plan; assignment/problem sheet; photographs or activity records where appropriate.
10	Internship, work-shop and co-curricular exposure	A semester-wise activity calendar will be maintained for workshops, seminars, industry interaction, field visits, com-petitions and internship aware-ness. Information will be circulated through the department's established channels.	Activity calendar; circulars; participation records; event reports.

5. Implementation Matrix

Table 4: Simple monitoring matrix for departmental implementation

Sl.	Action	Responsible	Frequency	Review by
1	Syllabus coverage monitoring	Course teacher / semester coordinator	Mid-sem + end-sem	HOD / DAC
2	Teaching preparation and good-practice sharing	Course teachers	Each semester	HOD / DAC
3	Communication and student interaction	Course teachers	Continuous	Semester coordinator
4	Classroom/lab learning environment review	Semester coordinator / lab in-charge	Once each semester	HOD
5	Transparent internal evaluation and performance discussion	Course teachers	Each assessment cycle	HOD / DAC
6	Mentoring and remedial support	Mentors / course teachers	Monthly / as required	HOD / Mentor coordinator
7	CO/PO/OBE communication	Course teachers	Start of course + review	NBA/Academic coordinator
8	Student-centric/application-based activities	Course teachers	Each course / semester	HOD / DAC
9	Internship/workshop/field-visit calendar	Department activity coordinator	Each semester	HOD

6. Student Satisfaction Survey (SSS) – 4th-Year Pass-Out Students

The current semester includes an additional Student Satisfaction Survey for passing-out 4th-year students. This component should be incorporated into the final ATR as a separate section rather than mixing its participant number with the Semester-End Academic Feedback participants.

Important: The participant number from the older ATR sample must not be carried forward to 2025–26. The previous sample contained a separate SSS participant count; that number belongs to the earlier academic year and is not used in this ATR.

Once the current SSS report is received, its findings should be inserted using the following compact structure:

1. **Syllabus coverage:** state the percentage/category showing concern; retain the actual SSS participant number.
2. **Teacher preparation and communication:** identify any dissatisfaction/neutrality requiring action.
3. **Fairness of internal evaluation:** retain only the current SSS percentage and specify the transparency action where required.
4. **Mentoring and student growth:** identify gaps in follow-up, counselling or support.
5. **Internship/field visit/extracurricular opportunities:** identify gaps in exposure and maintain an activity calendar.
6. **Learning opportunities and overall academic environment:** record the main improvement point and corresponding responsible unit.

7. 4th-Semester Academic Feedback – Integrated

The 4th-semester report is now included in the consolidated analysis. It records 80 participating students. The academic section contains 12 attributes, followed by a separate facilities section. Since the present ATR scope is academic feedback plus the 4th-year SSS, the facilities responses are not merged into the academic ATR table; they may be retained separately in the departmental feedback file.

The 4th-semester evidence is predominantly positive. The most useful ATR response is therefore not to create a large number of new interventions, but to sustain existing practices while strengthening syllabus monitoring, student-development activities and consistent ICT/application-based teaching. The source report also contains facilities feedback (Questions 13–21); those results should remain in facility-improvement records rather than being mixed with the academic response population.

Table 6: 4th-semester academic feedback: concise evidence summary

No.	Attribute	Positive response	Priority
1	Syllabus coverage	87.50% at 70% or above	Maintain / monitor
2	Teacher preparedness	89.87% thorough/satisfactory	Maintain
3	Teacher communication	93.75% effective/sometimes effective	Maintain
4	Learning environment	86.25% excellent/very good	Maintain; monitor lower categories
5	Fairness of internal evaluation	91.25% always/usually fair	Maintain
6	Discussion of internal/lab performance	90.00% every time/usually	Maintain
7	Teaching and mentoring support	86.25% significantly/very well	Maintain
8	CO/PO/OBE awareness	90.00% every time/usually	Maintain
9	Mentor interaction	90.00% regularly/usually	Maintain
10	Examples, applications and student-centric methods	87.50% every time/usually	Maintain / strengthen
11	Internship/field visit/workshop/co-curricular exposure	82.50% every time/usually	Strengthen exposure
12	ICT use in teaching	85.00% at 60% or above	Maintain / improve consistency

8. Consolidated Departmental Priorities

Based on the currently available evidence, the following priorities are proposed for immediate implementation:

Priority 1: Monitor syllabus coverage and intervene early. Do not wait for end-semester feedback to identify courses falling behind.

Priority 2: Improve the learning environment for junior semesters. The 2nd-semester feedback shows the clearest need in this area.

Priority 3: Make assessment feedback routine. Rubrics/criteria, mark discussion and common-error feed-back should be documented.

Priority 4: Strengthen structured mentoring. Every identified academic weakness should have a recorded follow-up action.

Priority 5: Increase application-oriented teaching. Real-world examples, problem-solving, demonstrations and mini activities should be integrated without adding excessive workload.

Priority 6: Maintain strong practices. Teacher preparation, OBE communication, mentoring, student-centric methods and student-development activities should be standardized rather than treated as one-time responses.

9. Review and Closure Mechanism

The Departmental Academic Committee (DAC) may review the implementation status once during the semester and once after the semester-end feedback cycle. The review should use a simple status convention:

Completed / Sustained	Action implemented and evidence available; continue as routine practice.
In progress	Action initiated; evidence/closure expected in the next review.
Requires escalation	Action requires infrastructure, administrative or institutional support.

10. Conclusion

The Semester-End Academic Feedback for the 2nd, 4th, 6th and 8th semesters indicate a generally positive perception of teaching-learning practices, while also identifying manageable improvement areas in syllabus coverage monitoring, junior-semester learning environment, communication, assessment feedback, structured mentoring and consistent ICT/application-based teaching. The proposed actions are deliberately simple, evidence-based and compatible with routine departmental academic processes.

The current 4th-semester feedback is now integrated with 80 participants. The 4th-year Student Satisfaction Survey remains a separate component and should be added only with its actual current participant number and findings. Its respondent population must not be merged with the 280 semester-end academic-feedback participants.

HEAD
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