Dr. B. C. Roy Engineering College

Department of Civil Engineering

Ref.: CE/DAC/EVEN SEM/MOM-03/2025-26 **Date: 18.03.2026**

A DAC meeting took place on 16th March, 2026 at 3:30 PM at the Third Floor IQAC room to discuss in details and finalize the Action Taken Report based upon the Feedback on Academics, Feedback on Facilities and Course End Feedback taken for the Odd Semester for the AY 2025-26. The feedback was submitted in the college website Feedback Portal online by 131 students of Civil Engineering Department across all the years (1st semester to 7th semester). Following are the major points of the Action Taken Report:

Action Taken Report based upon Feedback on Academics for the Odd Semester 2025-26

Key Observations:

- Overall student perception of the teaching–learning process is positive across all years. High levels of satisfaction observed in syllabus coverage, teacher preparedness, clarity of explanation, and regularity of classes.
- Faculty members are perceived as knowledgeable, committed, and effective, reflected in consistently good ratings.
- Moderate satisfaction reported regarding the use of interactive and innovative teaching methods.
- Students expect more engaging pedagogies such as discussions, case studies, and problem-solving sessions.
- Limited integration of real-life and industry-oriented examples in teaching is a key concern.
- The institute demonstrates strong performance in industry-related activities (internships, field visits, placement workshops) with >85% positive feedback across all years.
- The mentorship system is effective, with around 88–90% students feeling supported.
- Doubt-clearing mechanisms and faculty availability outside class hours received relatively lower ratings and need improvement.

- Faculty communication is a strong area, with over 60% students rating it as “Always Effective.”

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

1. Faculty members have been encouraged to adopt more interactive teaching methods, including group discussions, quizzes, and problem-based learning, flip teaching, LMS platform based Teaching.
2. Integration of real-life case studies and industry-relevant examples into lectures has been emphasized.
3. A structured academic monitoring system has been implemented to ensure uniform syllabus coverage across all subjects.
4. Regular doubt-clearing sessions and tutorial classes have been incorporated into the academic schedule.
5. The mentorship system has been strengthened to improve student-faculty interaction and personalized guidance.
6. Faculty development initiatives and workshops on Outcome-Based Education (OBE) and modern pedagogical techniques have been promoted.
7. Greater transparency in internal evaluation has been ensured by clearly communicating marking schemes and providing timely feedback.
8. Efforts have been made to standardize teaching practices to ensure consistency across semesters and subjects.
9. Seminars and workshops have been organized throughout the session and will continue to be conducted based on industry needs and feedback received from industry professionals and alumni.
10. In addition, several relevant industrial visits have been organized to enhance students’ practical knowledge and exposure, and such visits will continue to be arranged in the future.
11. A Centre of Excellence for Sustainable Construction Materials has been established with the help of UltraTech Cement for the Hands-on Training, Specialized Certification and exposure to advanced material testing.

Action Taken Report based upon Feedback on Facilities for the Odd Semester 2025-26

Key Observations:

- Overall feedback on academic-related facilities is highly positive across all years.
- Laboratory and classroom facilities are major strengths, with over 80% student satisfaction.
- Library and drinking water facilities also show strong performance, with ~79% or higher satisfaction levels.
- Hostel and canteen facilities are the weakest areas, with overall satisfaction around 69%.
- About 15% of first-year students rated hostel facilities as “Poor”, highlighting concerns.
- Common issues reported include hygiene, food quality, and maintenance.
- Internet (Wi-Fi) connectivity is a concern, with multiple students reporting dissatisfaction regarding speed and reliability.
- Cleanliness is acceptable but needs improvement, as a significant portion of students rated it as “Good” rather than “Excellent”, especially in washrooms and common areas.
- Sports facilities show moderate satisfaction, with junior students highlighting the lack of diverse and accessible indoor and outdoor sports options.The department has taken the following actions based on this feedback:

1. Students were assured that their concerns regarding hostel facilities, cleanliness, internet connectivity, and canteen services have been duly noted and will be addressed through appropriate institutional mechanisms. These issues will be taken up through the Hostel Council and other relevant administrative bodies to ensure proper review and timely resolution.
2. Efforts will be made to improve the quality of services in a phased manner, considering available resources and administrative procedures.
3. Regular monitoring of cleanliness and maintenance will be emphasized, and necessary steps will be taken to enhance internet connectivity and canteen services based on feasibility. The institution remains committed to gradually improving student facilities and ensuring a better campus living experience.

Action Taken Report based upon Course Feedback Survey for the Odd Semester 2025-26

Overall Observations:

- The teaching–learning process is effective and well-structured, with overall student satisfaction >80%.
- Most subjects across semesters fall in the "Good to Excellent" category based on mean scores.
- Key strengths include teacher preparedness, subject knowledge, syllabus coverage, and communication clarity.
- Areas needing improvement include classroom interactivity, practical application of concepts, use of teaching aids, and personalized student support.

7th Semester Key Observations:

- Overall performance is good with a mean score of ~3.25 (~81%).
- Several subjects fall under excellent category, indicating strong teaching effectiveness.
- Moderate consistency observed across subjects.
- Lower performance in a few subjects highlights the need for targeted improvement.
- Key concerns: interactive learning, real-life application, and doubt-clearing mechanisms.

5th Semester Key Observations:

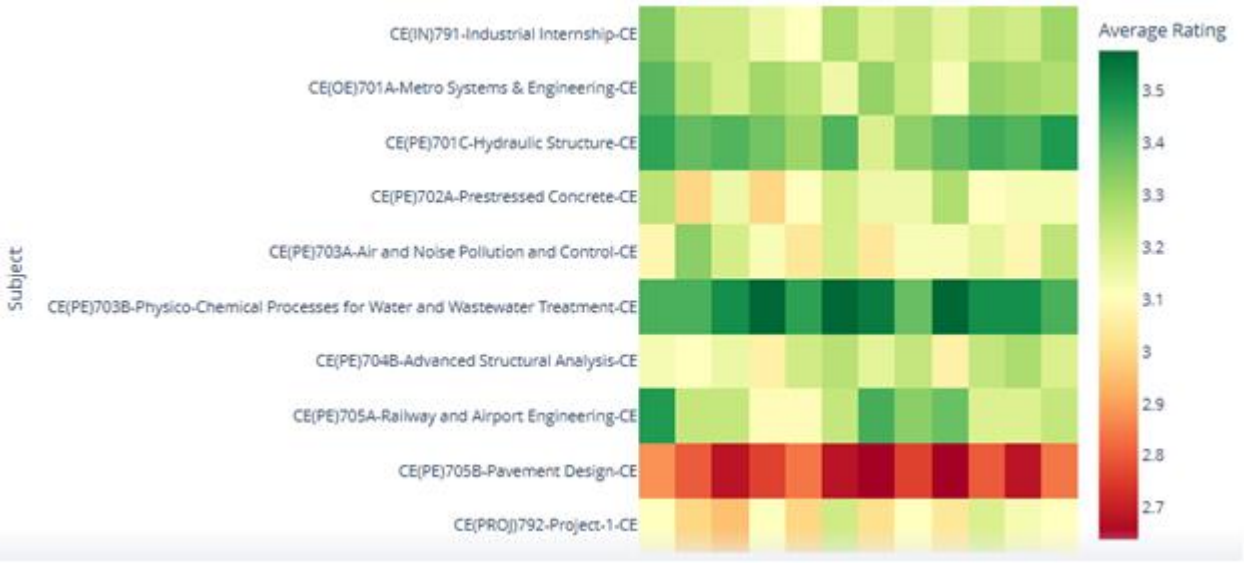
- Highest overall performance with mean score of ~3.48 (Good to Excellent range).
- Core subjects show strong conceptual clarity and engagement.
- Laboratory courses performed well, indicating effective experiential learning.
- Some subjects show comparatively lower scores, suggesting scope for improvement.
- Improvement needed in classroom interactivity and student-centric teaching approaches.

3rd Semester Key Observations:

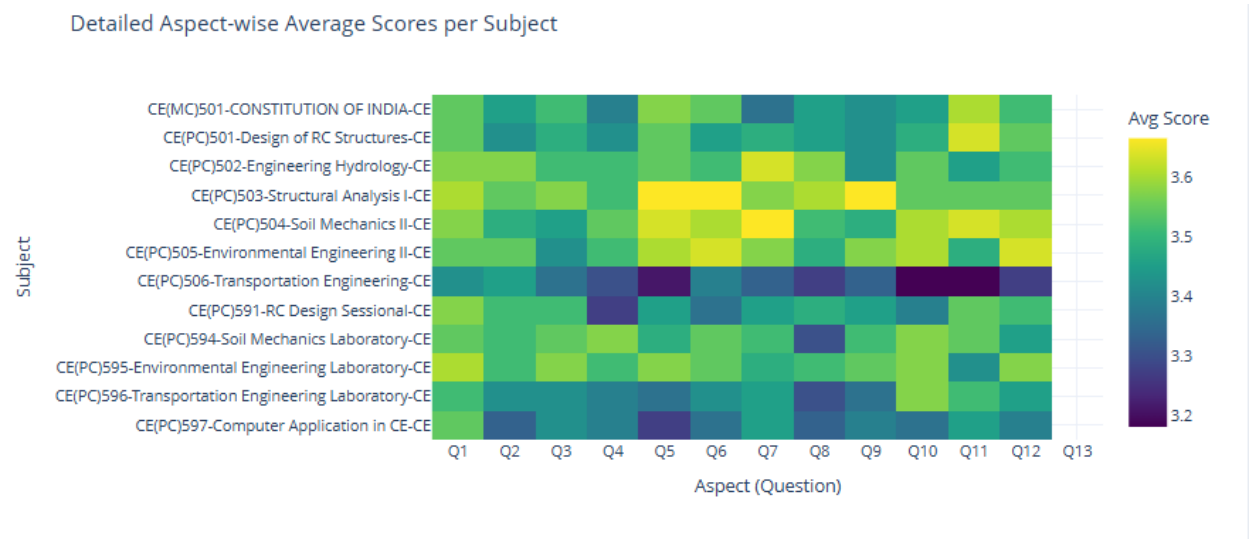
- Mean scores range between 3.2–3.6 (Good to Excellent).
- Consistent teaching quality with no critically low-performing subjects.
- Strengths: clarity of teaching, syllabus coverage, and organized delivery.
- Improvement areas: student participation and personalized attention.

1st Semester Key Observations:

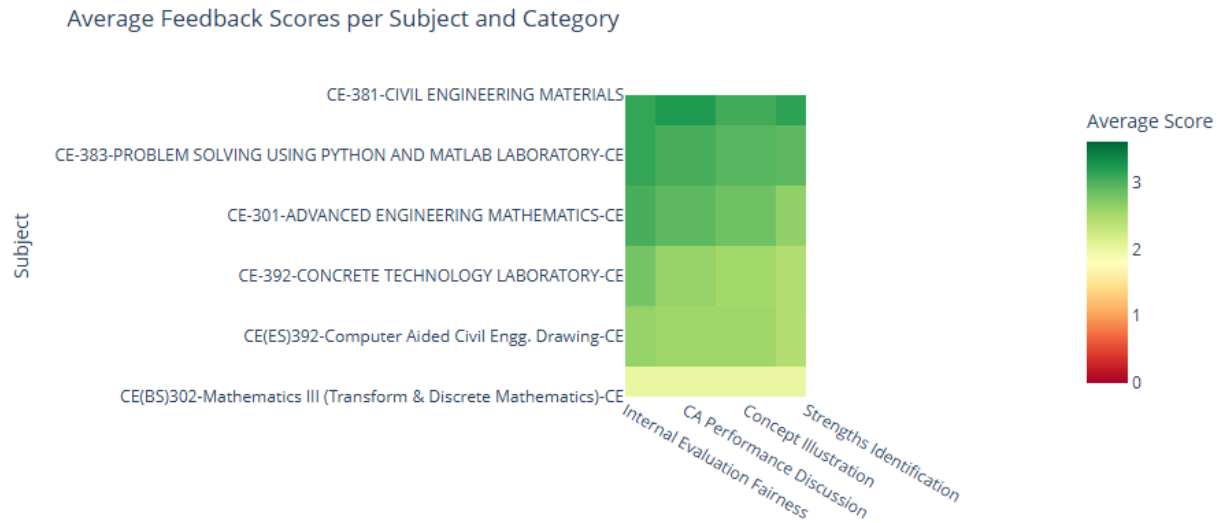
- Mean scores range between 3.2–3.6, indicating positive student perception.
- Strong performance in clarity of teaching and syllabus completion.
- No subjects below mean score of 3, indicating absence of major deficiencies.
- Improvement needed in student engagement and interactive teaching methods.



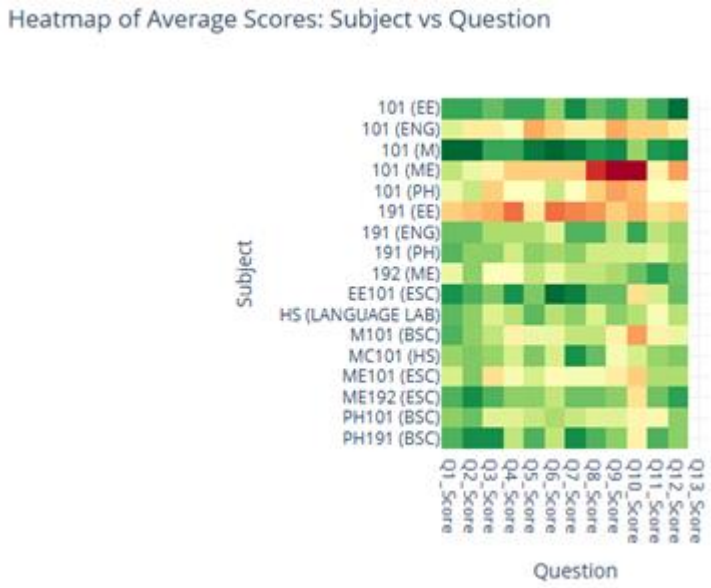
7th semester



5th semester



3rd semester



1st semester

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

1. To enhance classroom interactivity, interactive teaching methods such as quizzes, group discussions, presentations, and active learning techniques will be regularly adopted.
2. Focus will be given to improving the practical application of concepts by integrating real-life examples, field-based learning, and industry-oriented problems into classroom teaching.
3. Remedial classes, tutorial sessions, and regular doubt-clearing sessions will be organized to support slow learners and reinforce understanding among all students.
4. The use of ICT tools will be increased through the adoption of simulations, virtual labs, smart teaching aids, and digital learning platforms to enhance teaching effectiveness.
5. Evaluation processes will be made more transparent, fair and consistent, with timely feedback and performance discussions to support continuous student improvement.
6. Faculty members will be encouraged to actively participate in Faculty Development Programs (FDPs), workshops, and Outcome-Based Education (OBE) training to upgrade their teaching competencies and align with modern educational practices.
7. Efforts will be made to organize guest lectures, industrial visits, and expert interactions to strengthen the connection between theoretical knowledge and practical exposure.
8. Continuous monitoring and review will be carried out to ensure sustained enhancement in teaching-learning outcomes and overall academic excellence.