DR.B.C.ROY SOCIETY ENGINEERING

Dr. B. C. ROY ENGINEERING COLLEGE, DURGAPUR
(An Autonomous Institution Affiliated to MAKAUT, WB & Approved by AICTE)

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CELEBRATING 25 Years

Ref.: BCREC/EE/DAC/MOM/90 **23.03.2026**

Minutes of Meeting of Departmental Academic Committee held at Room 117 from 4:00 PM on 23/03/2026

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

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. Kamalika Tiwari	
5	Dr. Sanjoy Kumar Saha	
6	Dr. Soumen Mallick	
7	Dr. Tushnik Sarkar	
8	Dr. Chandan Paul	
9	Dr. Sourav Paul	
10	Dr. Sneha Sultana	
11	Dr. Kingsuk Majumdar	
12	Dr. Soham Dey	
13	Dr. Snehashis Ghoshal	
14	Mou Das Mahapatra	
15	Sunil Kumar Choudhary	
16	Adhit Roy	
17	Saradindu Mondal	

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Action Taken Report based on Semester End Feedback Survey

Total number of students participated:

1st Sem: **40**, 3rd Sem: **80**, 5th Sem: **98**, 7th Sem: **86**

1) Syllabus Coverage

a. Majority of first year students (97.5%) reported that syllabus coverage is satisfactory
b. Majority of second year students (95%) reported that syllabus coverage is satisfactory
c. Majority of third year students (83%) reported that syllabus coverage is satisfactory
d. Majority of fourth year students (65%) reported that syllabus coverage is satisfactory

Action Taken: Based on the feedback, the current teaching–learning practices for first and second year may be continued as they reflect high levels of satisfaction in syllabus completion. However, for third year, there is a need to strengthen academic monitoring through periodic syllabus tracking, timely revision classes, and mid-semester feedback collection. Greater attention is required for fourth year, where comparatively lower satisfaction indicates the need for strict adherence to lesson/lecture plans, along with the provision of extra and remedial classes to ensure timely syllabus coverage. Overall, continuous monitoring and improved planning, with emphasis on strict lesson plan adherence, should be implemented across all years to maintain and further enhance the effectiveness of syllabus completion.

2) Teacher Preparedness

a. Majority of first-year students (90%) reported that teacher preparedness is satisfactory.
b. Majority of second year students (95%) reported that syllabus coverage is satisfactory
c. Majority of third year students (89%) reported that syllabus coverage is satisfactory
d. Majority of fourth year students (84%) reported that syllabus coverage is satisfactory

Action taken: Based on the feedback, the overall teaching effectiveness and syllabus coverage are satisfactory across all years, with particularly strong responses from first- and second-year students. Therefore, the existing academic practices may be continued and reinforced. However, the relatively lower satisfaction levels among third- and fourth-year students suggest the need for targeted improvements, such as enhanced lesson planning, timely syllabus tracking, and additional revision or doubt-clearing sessions. Faculty members may also be encouraged to adopt more interactive and outcome-based teaching approaches to improve engagement and clarity. Furthermore, periodic monitoring and mid-semester feedback collection should be implemented to identify and address any gaps in teaching preparedness and syllabus completion in a timely manner.

3) Communication Effectiveness

a. Majority of first-year students (90%) reported that teacher communication is satisfactory.
b. Majority of second-year students (96%) reported that teacher communication is satisfactory.
c. Majority of third-year students (90%) reported that teacher communication is satisfactory.
d. Majority of fourth-year students (82%) reported that teacher communication is satisfactory.

Action Taken: Based on the feedback indicating that a strong majority of students across all years (ranging from 82% to 96%) find teacher communication satisfactory, the institution will continue to maintain its current effective communication practices. To further enhance consistency, especially in the fourth year where satisfaction is slightly lower, targeted faculty development programs, periodic feedback reviews, and interactive teaching–learning strategies will be encouraged to ensure uniformly high communication standards across all academic levels.

4) Learning Environment

a. Majority of first-year students (85%) reported that learning environment is satisfactory.
b. Majority of second-year students (87%) reported that learning environment is satisfactory.
c. Majority of third-year students (86%) reported that learning environment is satisfactory.
d. Majority of fourth-year students (71%) reported that learning environment is satisfactory.

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Action Taken: Based on the feedback, the learning environment is generally satisfactory across all years, with consistently high approval from first-, second-, and third-year students, while relatively lower satisfaction among fourth-year students indicates scope for targeted improvement. Action should focus on sustaining the existing academic environment through regular monitoring and faculty support, while specifically addressing the concerns of final-year students by enhancing project

guidance, career-oriented support, infrastructure, and academic engagement. Periodic feedback reviews and focused interventions for senior students can help improve overall satisfaction and ensure a more balanced learning experience across all years.

5) **Fairness of Internal Evaluation**

a. Majority of first-year students (92%) reported that fairness of internal evaluation is satisfactory.
b. Majority of second-year students (92%) reported that fairness of internal evaluation is satisfactory.
c. Majority of third-year students (91%) reported that fairness of internal evaluation is satisfactory.
d. Majority of fourth-year students (81%) reported that fairness of internal evaluation is satisfactory.

Action Taken: The feedback indicates a consistently high level of satisfaction with the fairness of internal evaluation across all academic years, though a slight decline is observed among fourth-year students. To address this, the institution should continue maintaining transparency and uniformity in evaluation practices while introducing additional measures such as clearer rubrics, timely feedback, and review mechanisms, particularly for senior students. Periodic audits and student–faculty interactions may also be encouraged to further strengthen trust and ensure continuous improvement in the evaluation process.

6) **Performance Discussion**

a. Majority of the first-year students (87%) reported that student performance discussion after internal evaluation in theory and laboratory subjects are up to the mark
b. Majority of the second-year students (96%) reported that student performance discussion after internal evaluation in theory and laboratory subjects are up to the mark
c. Majority of the third-year students (91%) reported that student performance discussion after internal evaluation in theory and laboratory subjects are up to the mark
d. Majority of the fourth-year students (83%) reported that student performance discussion after internal evaluation in theory and laboratory subjects are up to the mark

Action Taken: Based on the feedback received from students across all academic years, it is evident that the existing mechanism of discussing student performance after internal evaluations in both theory and laboratory subjects is largely effective and satisfactory. Therefore, the current practice will be continued and further strengthened by ensuring consistency in feedback delivery across all courses. Special attention will be given to the relatively lower satisfaction level in the fourth year by incorporating more detailed, individualized feedback sessions and mentoring support. Additionally, periodic monitoring and faculty sensitization initiatives will be undertaken to sustain and further enhance the quality of performance discussions.

7) **Departmental Teaching & Mentoring**

a. Majority of the first-year students (84%) reported that departmental support towards teaching and mentoring is adequate to nurture socio-cultural activities
b. Majority of the second-year students (89%) reported that departmental support towards teaching and mentoring is adequate to nurture socio-cultural activities
c. Majority of the third-year students (89%) reported that departmental support towards teaching and mentoring is adequate to nurture socio-cultural activities
d. Majority of the fourth-year students (75%) reported that departmental support towards teaching and mentoring is adequate to nurture socio-cultural activities

Action Taken: The feedback indicates that a strong majority of students across all years are satisfied with the departmental support for teaching, mentoring, and socio-cultural development, reflecting an overall positive academic and extracurricular environment. However, comparatively lower satisfaction among fourth-year students suggests the need for targeted improvements. Action should focus on sustaining existing mentoring practices while introducing dedicated engagement initiatives for senior students, such as career-oriented workshops, flexible mentoring support, and enhanced involvement in socio-cultural leadership activities, to ensure consistent satisfaction across all academic levels.

8) **Awareness of CO/PO**

a. Majority of the students of first-year (83%) reported that their awareness regarding Course Outcomes (CO) and Program Outcomes (PO) is satisfactory
b. Majority of the students of second-year (92%) reported that their awareness regarding Course Outcomes (CO) and Program Outcomes (PO) is satisfactory
c. Majority of the students of third-year (88%) reported that their awareness regarding Course Outcomes (CO) and Program Outcomes (PO) is satisfactory

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d. Majority of the students of fourth-year (80%) reported that their awareness regarding Course Outcomes (CO) and Program Outcomes (PO) is satisfactory

Action Taken: Based on the feedback, a consistently high percentage of students across all years (ranging from 80% to 92%) reported satisfactory awareness of Course Outcomes (CO) and Program Outcomes (PO), along with adequate mentoring support for socio-cultural development. However, to further strengthen this awareness and ensure uniform understanding among all students, it is proposed that faculty members explicitly discuss COs and POs at the beginning of each theory and laboratory course.

9) **Student-Centric Teaching**

a. Majority of the students of first-year (77%) reported that student-centric teaching is up to the mark
b. Majority of the students of second-year (95%) reported that student-centric teaching is up to the mark
c. Majority of the students of third-year (90%) reported that student-centric teaching is up to the mark
d. Majority of the students of fourth-year (75%) reported that student-centric teaching is up to the mark

Action Taken:

Based on the feedback, student-centric teaching practices are largely effective across all years, with particularly strong satisfaction in the second and third years. However, relatively lower satisfaction levels in the first (77%) and fourth year (75%) indicate scope for further improvement. Therefore, it is recommended to strengthen interactive and participatory teaching methods, especially for first- and final-year students, by incorporating more outcome-based learning, project-oriented activities, and regular feedback mechanisms. Additionally, faculty development initiatives may be conducted to ensure consistent adoption of student-centric approaches across all academic levels, thereby enhancing overall teaching effectiveness.

10) **Mentoring Interaction**

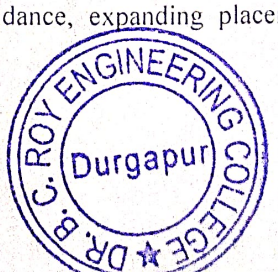
a. Majority of the students of first-year (85%) reported that regular mentoring interaction is satisfactory
b. Majority of the students of second-year (87%) reported that regular mentoring interaction is satisfactory
c. Majority of the students of third-year (94%) reported that regular mentoring interaction is satisfactory
d. Majority of the students of fourth-year (78%) reported that regular mentoring interaction is satisfactory

Action Taken: Based on the feedback, regular mentoring interaction is largely satisfactory across all years, with particularly high satisfaction among third-year students, while comparatively lower satisfaction is observed among fourth-year students. As an action measure, the institution will continue to strengthen the existing mentoring system by maintaining regular mentor-mentee interactions, while placing additional focus on final-year students through more structured guidance, career-oriented mentoring sessions, and timely academic support. Continuous monitoring and periodic feedback collection will also be ensured to further enhance the effectiveness and consistency of the mentoring process across all academic years.

11) **Internship and Skill Development**

a. Majority of the students of first-year (78%) reported that internship and skill development scope is satisfactory
b. Majority of the students of second-year (84%) reported that internship and skill development scope is satisfactory
c. Majority of the students of third-year (91%) reported that internship and skill development scope is satisfactory
d. Majority of the students of fourth-year (87%) reported that internship and skill development scope is satisfactory

Action Taken: The feedback indicates a consistently high level of student satisfaction across all years regarding internship and skill development opportunities. To further enhance this positive trend, the institution should focus on strengthening industry collaborations, introducing more structured and diversified internship programs, and organizing regular skill-based workshops aligned with emerging technologies. Additionally, efforts may be made to address the expectations of the remaining students by providing personalized career guidance, expanding placement-oriented training, and ensuring wider access to hands-on learning opportunities.



Action Taken Report based on Feedback on Facilities

Based on a comprehensive analysis of the feedback reports for all four years , it is observed that core academic facilities such as classrooms, laboratories, and library resources are consistently rated as "*Excellent*" or "*Very Good*" by the majority of students, with particularly strong satisfaction among first-, second-, and third-year students, indicating a well-maintained academic infrastructure; however, comparatively lower satisfaction levels are evident in support facilities such as hostel, canteen, internet, and cleanliness, with fourth-year students showing relatively higher dissatisfaction, thereby highlighting areas requiring improvement.

Action taken/Suggested measures: The institution will focus on upgrading internet infrastructure by enhancing bandwidth and campus-wide connectivity, improving hostel facilities through better maintenance, hygiene, and grievance handling systems, strengthening canteen services by ensuring quality, affordability, and cleanliness, and reinforcing campus cleanliness through regular monitoring and housekeeping audits, while continuing to sustain and further enhance the quality of academic facilities through periodic feedback and review mechanisms.

Head, Dept. of Electrical Engineering

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