



Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2021-22

Meeting Date: 18/05/2021

Venue: Board Room, Gurukul Campus

Members Attended:

Chairman: Dr. Malay Gangopadhyay, Dean (Academics)

- Head of the Departments
- Assistant Head of the Departments
- Principal

Meeting Agenda:

- **1:** Formulation and approval of the institutional framework for *Curriculum Design & Revision* in compliance with UGC, AICTE, and NBA outcome-based accreditation standards.
- **2:** Operational roadmap for the progressive implementation of *NEP 2020*, focusing on multidisciplinary education, flexible learning pathways, and the National Credit Framework (NCrF).
- **3:** Institutionalization of the *Tri-Mentoring System* incorporating Faculty, Alumni, and Industry mentors to enhance holistic student development.
- **4:** Establishment of a periodic, evidence-based *Programme Review Policy* utilizing IQAC inputs, outcome analytics, and academic dashboards.
- **5:** Review of the Institutional Action Taken Report (ATR) based on quality audits and stakeholder feedback from preceding terms.
- **6 :** Mechanics of the *Multiple Entry and Exit Pathways* under the NEP framework, including structural parameters for issuing Undergraduate Certificates, Diplomas, and Degrees.
- **7:** Standardizing the lifecycle, review intervals, and structural steps required for comprehensive *Curriculum Revision and Stakeholder Benchmarking*.
- **8 :** Delineation of roles, accountability matrix, and operational boundaries for participants within the Tri-Mentoring System.
- **9 :** Integration of special curricular provisions, credit transfers, and alternative learning pathways for unique student verticals.

- 10 : Deployment of comprehensive academic audits, feedback analytics, and quantitative metrics for long-term policy monitoring and review.

Minutes of Meeting (MoM):

1. Curriculum Design and Revision Policy Framework * Discussion: The Chairman highlighted that the curriculum serves as the backbone of academic quality. The committee reviewed the institutional system for curriculum design, ensuring structural alignment with UGC regulations, AICTE norms, and NBA accreditation standards.

- **Resolution:** It was resolved that all departments will establish a rigid timeline for curriculum review. Revisions must explicitly incorporate emerging technologies, entrepreneurship, and sustainability.

2. National Education Policy (NEP) 2020 Operationalization Blueprint * Discussion: The progressive rollout of NEP 2020 directives was thoroughly analyzed. The committee explored the integration of the Academic Bank of Credits (ABC), the National Credit Framework (NCrF), and flexible pathways.

- **Resolution:** The committee mandated that undergraduate and postgraduate programs must incorporate multidisciplinary electives and skill-development modules.

3. Deployment of the Structured Tri-Mentoring System * Discussion: The Dean presented the operational parameters for the newly structured *Tri-Mentoring System*. He emphasized that student guidance must transcend traditional academic tutoring to encompass emotional well-being, professional growth, and career preparedness.

- **Resolution:** It was resolved that every student will be assigned a structured support network consisting of Faculty, Alumni, and Industry mentors. Faculty mentors must maintain strict ethical conduct and ensure confidentiality regarding sensitive student data.

4. Institutionalization of Periodic Programme Reviews * Discussion: The Principal stressed the need for a systematic, evidence-based review framework to evaluate whether academic programmes remain viable and globally competitive.

- **Resolution:** The committee ratified the *Programme Review Policy*. Moving forward, programme efficacy will be audited using centralized ERP dashboards, learning management system (LMS) metrics, and automated outcome analytics tools.

5. Quality Assurance, Academic Audits, and Continuous Improvement * Discussion: The mechanism to audit compliance across all newly adopted policies was deliberated. The Chairman emphasized that policy execution must be backed by transparent verification.

- **Resolution:** Regular academic audits will be organized periodically under the oversight of the IQAC. These audits will comprehensively evaluate course delivery, assessment quality, and CO-PO attainment levels.

6. Operationalizing the Multiple Entry and Exit Architectural Framework * Discussion:

The committee deliberated on the structural rules required to facilitate seamless lateral entries and exits for students under the new policy. Certifications must align strictly with the National Credit Framework.

- **Resolution:** It was resolved that an undergraduate student exiting after completing Year 1 with requisite credits will be awarded an *Undergraduate Certificate*. Exiting after Year 2 yields an *Undergraduate Diploma*, after Year 3 a *Bachelor's Degree*, and after Year 4 a *Bachelor's Degree with Honors/Research*.

7. Standardization of Curriculum Revision Steps and Benchmarking Intervals *

Discussion: The mechanism for collecting market requirements and integrating them into active syllabi was discussed to keep learning modern and industry-relevant.

- **Resolution:** The committee resolved that a full curriculum restructuring will take place systematically every three years normally, or earlier if statutory changes require it. Proposals will originate at the departmental level, pass through internal quality cells for benchmarking, and receive final authorization from the Board of Studies (BoS) and the Academic Council.

8. Responsibility Mapping and Ethical Boundaries for the Tri-Mentoring Cadre *

Discussion: To ensure operational clarity, the explicit performance bounds, meeting intervals, and behavioral standards expected of the three distinct mentoring groups were detailed.

- **Resolution:** It was resolved that **Faculty Mentors** will handle daily academic tracking and discipline; **Alumni Mentors** will lead career transition support; and **Industry Mentors** will direct technical market readiness. All mentors must respect student dignity, avoid bias, and uphold absolute confidentiality regarding personal counseling notes.

9. Implementation of Curricular Carve-outs and Alternative Learning Routes * Discussion:

Providing customized institutional pathways for non-traditional student populations was reviewed to optimize inclusive learning.

- **Resolution:** Academic regulations will formally support alternative learning tracks, customized credit-transfer equations, and specific curricular accommodations for transfer students, international students, research-oriented learners, and high-performing students.

10. Structuring Institutional Policy Performance Audits and Long-term System Reviews *

Discussion: The committee reviewed how the university will judge whether these curriculum, mentoring, and review interventions are operating effectively over time.

- **Resolution:** It was resolved that policy execution will be reviewed annually against clear performance indicators: CO-PO attainment levels, feedback analytics, student progression, research outputs, and placement statistics. The results will determine necessary quality adjustments for upcoming academic terms.

Action Taken Report (ATR):

Sl. No.	Action Item	Responsibility	Status / Remarks
1	Standardize feedback tools to capture curriculum relevance from multi-stakeholder satisfaction loops.	IQAC & HoDs	Completed: Anonymous survey frameworks deployed via the central ERP system to map employer and student feedback.
2	Align existing course syllabi with Outcome-Based Education (OBE) principles before the academic term.	Dean (Academics)	Completed: 100% of courses mapped with clear Course Outcomes (COs) and Program Outcomes (POs) inside faculty master files.
3	Integrate alternative learning pathways and special provisions into academic planning.	Board of Studies (BoS)	Completed: Credit framework adjusted to accommodate transfer students, research-oriented tracks, and outstanding performers.
4	Formalize the operational metrics for evaluating academic programme viability.	Principal & HoDs	Completed: Program viability dashboards created using central data to feed evidence directly into institutional planning.



 Dr. Malay Gangopadhyay
 Dean (Academics)
 Institute of Engineering & Management
 Saltlake Campus

.....
Dr. Malay Gangopadhyay, Dean (Academics)

