



Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2021-22

Meeting Date: 17/08/2021

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:

- Review of academic performance of previous term
- Syllabus completion status across all departments
- Student attendance and disciplinary issues
- Internal assessment and examination performance review
- Faculty performance evaluation and teaching quality review
- Research publications and project progress update
- Placement, internship, and industry interaction status
- NAAC/NBA accreditation preparation and documentation
- ICT integration and smart classroom development

- Student feedback analysis and curriculum improvement

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 Dean (Academics) noted that curriculum adjustments under NEP require a reimagined credit allocation rule within the CBCS structure.

- HODs explored logistical issues concerning cross-disciplinary registrations, interdisciplinary electives, and defining specialized Minors/Honours pathways.

- Assistant HODs raised timelines regarding structural overlaps when scheduling open electives alongside foundational engineering or management papers.

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 Chairperson explained that student mobility must be enabled by implementing multiple entry and exit points across standard graduation tracks.

- The council reviewed the credit criteria: awarding a standalone Certificate after completing Year 1 credits, a Diploma after Year 2, and a Bachelor's Degree upon full program completion.
- The Principal remarked that first and second-year syllabi must include functional vocational skills to maximize job opportunities for exiting students.

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 * •

The IT administration lead discussed technical steps for digital credit accumulation, storage, and redemption via the central ABC platform.

- Assistant HODs highlighted documentation challenges students experience when linking institutional ERP systems with DigiLocker and the National Academic Depository (NAD).• The Dean (Academics) affirmed that absolute data compliance is required to support

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. |



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