



Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2021-22

Meeting Date: 4/11/2021

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
- 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
- Student attendance and disciplinary issues
- Internal assessment and examination performance review

Minutes of Meeting (MoM):

- **Adoption and Rollout of the Institutional OBE Policy Framework**
Deliberations: The Chairperson explained the core principles of the Outcome-Based Education (OBE) Policy. He emphasized that curriculum delivery must be measured using clear learning outcomes and direct attainment tools rather than rote exam performance. HODs discussed the process of writing measurable Course Outcomes (COs) using Bloom's Taxonomy verbs. The Principal suggested that every syllabus should feature a pre-mapped CO-PO matrix before the start of semester evaluation cycles.

Resolution: Resolved that the OBE Policy is formally adopted across all academic tracks. Departments must submit their updated CO-PO mapping matrices to the IQAC coordinator by the end of November. Automated ERP scripts will be configured to analyze direct attainment trends at the end of each term.

- **Establishment of Tracking Protocols for Slow and Advanced Learners**

Deliberations: The council reviewed the Slow and Advanced Learner Policy. Assistant HODs requested a clear, data-backed method to categorize students into distinct groups to prevent bias. The committee agreed to use a multi-tiered approach: using performance on entry-level diagnostic screenings for incoming batches, and mid-semester examination marks combined with continuous evaluation indicators for ongoing cohorts.

Resolution: Approved a protocol where students scoring below 40% on diagnostic/mid-term exams are categorized as slow learners, while those scoring above 75% are flagged as advanced learners. HODs must arrange mandatory remedial support, simplified learning guides, and backlog tracking for slow learners. Advanced learners will be given enrichment opportunities, including research project collaborations, publication guidance, and recommendations for global competitive tech events.

- **Approval of Credit Transfer and ABC Onboarding Targets**

Deliberations: The Dean (Academics) introduced the Credit Transfer Policy, explaining the institutional rules required to support academic mobility. HODs raised questions about verifying equivalence for online certifications taken through platforms like SWAYAM, NPTEL, and Coursera. The Principal noted that online credit exemptions should only be granted for courses pre-approved by the departmental Board of Studies (BoS) to ensure core curriculum standards are met.

Resolution: The Credit Transfer Policy was formally approved, allowing a maximum of 20% of semester credits to be transferred via approved online learning platforms. Assistant HODs were tasked with ensuring 100% student registration on the national Academic Bank of Credits (ABC) portal via DigiLocker authentication by late November.

- **Implementation of Project & Dissertation Guidelines**

Deliberations: The committee discussed the Project/Dissertation Policy, focusing on improving research quality and preventing plagiarism. HODs outlined the project monitoring timeline, which includes initial abstract submission, mid-semester progress evaluations, and final defense examinations featuring external observers. The Principal emphasized that all final-year dissertations must undergo rigorous anti-plagiarism checks before evaluation clearance.

Resolution: The operational framework for student projects and dissertations was approved. Every department must establish a Departmental Project Committee (DPC) chaired by the HOD to manage supervisor assignment, evaluate progress via standardized rubrics, and maintain compliance with research ethics regulations.

- **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.

- **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.

- **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):

Ref# & Resolution	Planned Intervention / Milestone	Action Taken & Measurable Impact	Current Status	Responsible Officer
UEMK/IAC/22-23/MoM-01/Res-01 Outcome-Based Education Framework	Map PEOs, POs, and COs; deploy automated ERP attainment scripts.	CO-PO mapping matrices were verified for all engineering and management courses. The IT team completed the installation of ERP macros, enabling automated tracking of	Completed	Departmental HODs & IQAC Coordinator

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		direct learning attainment at the end of the semester.		
<p>UEMK/IAC/22-23/MoM-01/Res-02 Differentiated Learner Policy</p>	<p>Classify student cohorts; deliver remedial support and enrichment tracks.</p>	<p>Students were categorized using mid-term exam data. Slow learners attended 30 hours of targeted remedial sessions and peer-assisted workshops, leading to a visible drop in end-of-semester backlog rates. Advanced learners were assigned to institutional research labs, resulting in several joint student-faculty conference paper submissions.</p>	<p>Completed</p>	<p>All Assistant HODs & Appointed Mentors</p>
<p>UEMK/IAC/22-23/MoM-01/Res-03 Credit Transfer & ABC System</p>	<p>Deploy credit transfer guidelines and onboard students onto the ABC portal.</p>	<p>The BoS compiled a list of pre-approved, credit-eligible online courses. Cross-referencing student ERP files with</p>	<p>Completed</p>	<p>Nodal Credit Officers & IT Admin Lead</p>

Ref# & Resolution	Planned Intervention / Milestone	Action Taken & Measurable Impact	Current Status	Responsible Officer
		national DigiLocker systems successfully raised student ABC portal registration metrics to 99.1%.		
<p>UEMK/IAC/22-23/MoM-01/Res-04 Project & Dissertation System</p>	<p>Form Departmental Project Committees (DPC) and implement anti-plagiarism tracking.</p>	<p>DPCs were formed in every department to manage project work. All final-year capstone project records were run through anti-plagiarism software tools before final evaluation clearance, ensuring compliance with institutional research ethics guidelines.</p>	<p>Completed</p>	<p>Departmental HODs & DPC Chairs</p>




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