



Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2022-23

Meeting Date: 25/07/2022

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:

- **Structural Reforms in Outcomes-Based Curriculum Design**
- **Multi-Tiered Framework for Monitoring Regular Student Attendance**
- **Early Identification Matrix for Slow and Advanced Learners**
- **Institutionalizing Blended Learning and ICT Pedagogical Tools**
- **Setting Guidelines for Academic Attendance Condonation and Grievance**
- **Standardizing Remedial Class Schedules and Micro-Syllabi Delivery**
- **Implementation of Stakeholder Feedback Cycles for Curricular Revisions**
- **Continuous Internal Assessment (CIA) Framework Transparency**
- **Peer-Assisted Learning and Mentor-Driven Academic Recovery**
- **Standardizing Course Files, Handouts, and Teaching Plan Framework.**

Minutes of Meeting (MoM):

1: Validation of OBE Alignment in Departmental Curricula

- **Discussions:** Dr. Malay Gangopadhyay, Dean (Academics), emphasized that all departmental course delivery profiles must strictly align with the *Curriculum Design & Revision Policy*. The Principal suggested that Course Outcomes (COs) should be updated

to focus on measurable, application-oriented skills rather than theoretical retention. HODs discussed using direct assessment metrics to track overall learning outcomes.

- **Resolutions:** Resolved that all departments must review and update their current CO-PO matrices before the upcoming semester starts.
 - Mandated that every syllabus booklet must clearly display the alignment between distinct course units and specific professional competencies.

2: Deployment of Real-Time Attendance Monitoring via Institutional ERP

- **Discussions:** The Assistant HOD of Computer Science and Engineering raised concerns about the administrative burden of manually tracking student attendance gaps. To address this, the meeting focused on the *Attendance Policy* requirements for daily digital logging and proactive communication with parents.
- **Resolutions:** Resolved that all instructors must log classroom attendance data on the ERP portal by the end of each instructional day.
 - Approved a policy where students with attendance falling below 60% without verified medical or official justifications will be automatically flagged and restricted from registering for end-of-semester examinations.

3: Finalizing Criteria for Diagnostic Screening of Diverse Learners

- **Discussions:** HOD Basic Sciences pointed out that diagnostic assessments should be conducted early in the semester to identify varying student learning speeds. The meeting reviewed the *Remedial Coaching Policy* framework for organizing early supportive interventions.
- **Resolutions:** * Approved a screening process combining entry-level baseline tests with the first continuous evaluation cycle to identify students needing extra academic support.
 - Mandated that faculty advisors compile separate progress ledgers for both slow and advanced learners to ensure targeted mentoring.

4: Expanding Blended Learning and ICT Pedagogical Frameworks

- **Discussions:** The Principal emphasized that modernizing classroom delivery requires integrating digital content platforms with traditional instruction. The meeting reviewed the *Teaching-Learning Policy* guidelines on incorporating flipped classrooms, open-source educational videos, and digital learning tools.
- **Resolutions:** Resolved that every course must have an active digital space on the institutional LMS, populated with syllabus documents, lecture notes, and study resources before classes commence.
 - Agreed to include interactive digital quizzes as part of the formal continuous internal assessment framework.

5: Operationalizing Departmental Attendance Review Committees

- **Discussions:** Assistant HODs requested a standard, transparent process for reviewing attendance condonation requests from students involved in institutional sports, cultural events, or medical leaves, as outlined in the *Attendance Policy*.
- **Resolutions:** * Resolved to establish an Attendance Review Committee in every department, chaired by the respective HOD, to audit condonation applications.
 - Set a strict deadline requiring all medical and official duty certificates to be submitted within seven working days of the student returning to classes.

6: Organizing Remedial Sessions and Resource Allotment

- **Discussions:** HOD Mechanical Engineering highlighted the need to schedule remedial sessions carefully to avoid creating timetable conflicts for students who commute. The discussion focused on the *Remedial Coaching Policy* requirement to provide supportive learning opportunities without extending the standard academic day excessively.
- **Resolutions:** * Resolved to dedicate the final period of designated weekdays and open Saturday mornings exclusively for remedial instruction.
 - Approved the creation of concise, concept-focused study guides to help students master core prerequisite topics efficiently.

7: Institutionalizing Stakeholder Feedback for Curriculum Updates

- **Discussions:** Dr. Malay Gangopadhyay noted that keeping academic programs aligned with changing corporate requirements requires systematic feedback loops from industry partners and alumni, in accordance with the *Curriculum Design & Revision Policy*.
- **Resolutions:** * Mandated the Internal Quality Assurance Cell (IQAC) to manage digital survey cycles targeting graduating students, alumni, and employers every semester.
 - Resolved that the analysis reports generated from this feedback must be reviewed during departmental Board of Studies (BoS) meetings to guide elective curriculum updates.

8: Standardizing Continuous Internal Assessment Metrics

- **Discussions:** The meeting reviewed the *Teaching-Learning Policy* goal of ensuring fair, transparent, and multi-faceted internal evaluations. HODs debated the weight distribution between written tests, practical lab assessments, and student presentations.
- **Resolutions:** * Approved a uniform internal grading breakdown: 50% allocated to mid-semester exams, 30% to short tests and quizzes, and 20% to assignments, case studies, or mini-projects.
 - Mandated that all graded internal scripts be shown to students within one week of the assessment to ensure transparency.

9: Activating Peer-Assisted Learning and Student Study Networks

- **Discussions:** Reviewing the *Remedial Coaching Policy*, the Assistant HOD of Information Technology suggested that setting up informal peer study groups could complement faculty-led remedial tracks and make learning more approachable for struggling students.
- **Resolutions:** * Authorized departments to appoint high-performing senior students as peer tutors for challenging foundational courses.
 - Resolved to recognize student peer tutors' contributions by awarding them leadership points under the Mandatory Additional Requirements (MAR) framework.

10: Pre-Semester Evaluation of Course Handbooks and Lesson Plans

- **Discussions:** The Principal reemphasized that well-structured pre-semester planning is essential for maintaining educational quality across all branches. The meeting evaluated the *Teaching-Learning Policy* directives regarding the preparation of lesson maps and teaching plans.
- **Resolutions:** * Resolved that all faculty members must submit their complete digital course handbooks—including detailed lesson maps, textbook lists, and assignment questions—to their respective HODs for review before teaching begins.
 - Authorized HODs and Assistant HODs to run random class observations throughout the semester to verify alignment with the approved teaching plans.

Action Taken Report (ATR):

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
1	<p>Mandatory CO-PO Attainment Auditing</p> <p>Resolve to compute and audit precise Course Outcome (CO) and Program Outcome (PO)</p>	<ul style="list-style-type: none"> • Automated mapping software was integrated into the central grading system. 	<p>Internal Quality Assurance Cell (IQAC) & Respective HODs</p>

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	<p>mapping metrics across all active courses to comply with the <i>Curriculum Design & Revision Policy</i>.</p>	<ul style="list-style-type: none"> • Every department generated standardized CO-PO attainment analysis reports for the preceding semester exams. • General curriculum gaps identified by the software were shared with the Board of Studies (BoS) for elective updates. 	
2	<p>Rollout of the Automated Attendance Notification System</p> <p>Resolve to deploy an automated ERP-linked reporting mechanism to enforce the 75% attendance threshold mandated by the <i>Attendance Policy</i>.</p>	<ul style="list-style-type: none"> • The institutional ERP dashboard was upgraded to track real-time classroom attendance logs. • Automated text and email alerts are now sent directly to parents when a student's attendance falls below the baseline. • Deployed a system requiring digital medical certificate verification prior to granting mid-term exam admittance. 	<p>Dean (Academics) & ERP Technical Team</p>

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
3	<p>Execution of Remedial Coaching Tracks for At-Risk Students</p> <p>Resolve to launch targeted remedial coaching classes for students identified with performance gaps, in line with the <i>Remedial Coaching Policy</i>.</p>	<ul style="list-style-type: none"> • Identified students lagging in core foundational subjects using the results of the first continuous evaluation. • Arranged extra zero-hour remedial classes and Saturday tutorials for these cohorts. • Issued simplified question banks and micro-syllabi, resulting in an overall reduction in semester backlog rates. 	<p>Assistant HODs & Academic Mentors</p>
4	<p>Deployment of Blended Learning and LMS Course Shells</p> <p>Resolve to implement diverse, technology-enabled pedagogical tools in classroom delivery as required by the <i>Teaching-Learning Policy</i>.</p>	<ul style="list-style-type: none"> • Set up mandatory digital course containers for all active subjects on the institutional LMS platform. • Faculty members successfully uploaded comprehensive lecture notes, digital presentations, and formative quiz modules. 	<p>Principal & Departmental LMS Coordinators</p>

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		<ul style="list-style-type: none"> • Verified that over 85% of students actively interacted with the blended digital learning resources. 	
5	<p>Institutionalization of Multidisciplinary Elective Baskets</p> <p>Resolve to expand open elective offerings to support flexible, multi-layered learning tracks under the <i>Curriculum Design & Revision Policy</i>.</p>	<ul style="list-style-type: none"> • Formed a joint inter-departmental task force to design new industry-relevant open elective streams. • Launched subjects covering Data Analytics, Environmental Sustainability, and Corporate Ethics across multiple branches. • Reconfigured student schedules to prevent timetable conflicts during open elective hours. 	Board of Studies (BoS) & Curricular Task Force



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