Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2023-24

Meeting Date: 16/01/2023

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:

- **Standardizing Institutional Frameworks for Periodic Programme Reviews**
- **Structuring Diagnostic Screening to Identify Foundational Knowledge Gaps**
- **Quantitative Methods for Categorizing Slow and Advanced Learners**
- **Automating Mid-Semester and End-Semester Student Feedback Collections**
- **Setting Curriculum Frameworks and Credit Options for Bridge Courses**
- **Academic Interventions and Differentiated Learning Paths for Slow Learners**
- **Academic Enrichment, Research Incentives, and Pathways for Advanced Learners**
- **Designing Standard Corrective Protocols for Low Faculty Feedback Ratings**
- **Integrating Digital Performance Dashboards for Real-Time Learning Analytics**
- **Formatting the Audit Framework for Closing Stakeholder Feedback Loops.**

➢ Minutes of Meeting (MoM):

1: Organizing Committee Rubrics for the Annual Programme Review

- **Discussions:** Dr. Malay Gangopadhyay, Dean (Academics), opened the session by explaining that implementing the *Programme Review Policy* requires moving past superficial syllabus updates to look closely at actual graduate employability and skill alignment. The Principal emphasized that feedback from external corporate recruiters should serve as a primary guide for structural curriculum adjustments. HODs discussed the importance of comparing current course frameworks against top international institutions to maintain global relevance.
- **Resolutions:** * Resolved that all departments must form a dedicated Program Review Committee to audit curriculum alignment twice every academic year.
    - Mandated that evaluation summaries must include verified data points covering graduate employment rates, industry certification success, and alumni progression metrics.

2: Finalizing Screening Frameworks for Bridge Course Admissions

- **Discussions:** The committee discussed the operational plan for the *Bridge Course Policy*. Assistant HODs noted that students from different regional boards often show widely varying levels of initial preparation in mathematics and programming logic. The committee agreed that early diagnostic screening is essential to identify and bridge these foundational gaps before regular semester classes begin.
- **Resolutions:** * Approved the launch of a mandatory online diagnostic screening test covering core foundational concepts for all newly admitted students.
    - Mandated that students scoring below 50% on this assessment must complete a 20-hour intensive bridge program before regular semester courses commence.

3: Setting Metrics to Identify Slow and Advanced Learners

- **Discussions:** Reviewing the *Slow and Advanced Learner Policy*, the Principal stated that identifying student learning needs should rely on objective performance data rather than subjective faculty impressions. HODs discussed the optimal weight distribution between entry-level qualifications and early continuous internal assessments to accurately categorize students.
- **Resolutions:** * Approved a standard tracking index formula: 40% weight assigned to entry-level test scores and 60% weight derived from the first continuous evaluation cycle.
    - Resolved that students scoring in the bottom 25% of their class will be assigned to targeted remedial groups, while those in the top 15% will receive advanced academic opportunities.

4: Setting Confidentiality and Participation Protocols for Student Feedback

- **Discussions:** The committee discussed the implementation details for the *Student Feedback Policy*. HOD Computer Science and Engineering emphasized that the digital survey module must protect student anonymity to ensure honest feedback. Assistant HODs suggested that feedback collection windows should be scheduled to minimize class disruptions.
- **Resolutions:** * Resolved that all student feedback collections will be managed through an anonymous, encrypted ERP module that protects student identity.
    - Mandated that departments must achieve a minimum student participation rate of 80% to validate the statistical accuracy of the collected feedback.

5: Approving Lesson Plans and Evaluation Rules for Bridge Programs

- **Discussions:** HOD Basic Sciences presented the proposed curriculum plans for upcoming bridge courses in engineering mathematics and fundamental programming logic, supporting the *Bridge Course Policy*. Members discussed how to structure the final assessments for these courses without adding undue exam stress to transitioning students.
- **Resolutions:** * Approved the proposed 20-hour bridge course lesson plans, focusing strictly on foundational core concepts.
    - Resolved that bridge courses will use a direct Pass/Fail evaluation model, evaluated through continuous online quizzes, with results logged in the student's academic progress file.

6: Structuring Remedial Tutorials and Peer Support Plans for Slow Learners

- **Discussions:** Dr. Malay Gangopadhyay led the discussion on implementing the academic support mechanisms required by the *Slow and Advanced Learner Policy*. The committee focused on arranging extra tutorial sessions that fit seamlessly into the weekly schedule for commuting students.
- **Resolutions:** * Mandated that all departments include a minimum of two hours of targeted remedial instruction per week on their standard timetables.
    - Approved the launch of a Peer-Assisted Learning (PAL) program that pairs high-performing senior students with junior students needing extra academic support.

7: Expanding Research Tracks and Certification Frameworks for Advanced Learners

- **Discussions:** The Principal highlighted that to fulfill the *Slow and Advanced Learner Policy*, departments must provide highly capable students with advanced, challenging opportunities. Assistant HODs discussed ways to involve top-performing students in active faculty research projects and advanced technical competitions.
- **Resolutions:** * Authorized departments to provide advanced learners with early access to institutional research laboratories and prototyping resources.

- Approved a policy to waive standard elective course prerequisites for advanced learners who show verified completion of advanced global industry certifications.

8: Implementing Mandatory Coaching and Peer Observation for Lower Feedback Tiers

- **Discussions:** Reviewing the *Student Feedback Policy*, the Dean (Academics) noted that collected feedback should primarily serve as a tool for constructive professional development. The committee discussed the support processes needed for instructors whose initial feedback ratings fall below institutional expectations.
- **Resolutions:** * Enforced a requirement where any faculty member receiving a satisfaction score below 70% must collaborate with their HOD on a personalized teaching development plan.
    - Resolved to implement a confidential peer-observation process to help instructors improve classroom delivery methods and student engagement.

9: Deploying ERP Learning Dashboards for Proactive Progress Tracking

- **Discussions:** The committee reviewed the technical integration plans required to support both the *Programme Review Policy* and the *Slow and Advanced Learner Policy*. HODs requested a simplified, automated system to track academic indicators without increasing the administrative workload for faculty.
- **Resolutions:** * Directed the ERP technical team to build an integrated learning analytics dashboard that displays student attendance and assessment trends in real time.
    - Mandated that the system automatically generate alerts for faculty mentors when a student flags multiple risk factors, such as low assessment scores combined with drop-offs in class attendance.

10: Standardizing Departmental Formats for Action Taken Reports (ATRs)

- **Discussions:** Dr. Malay Gangopadhyay concluded the academic year's final session by reviewing the feedback closure requirements outlined in both the *Student Feedback Policy* and the *Programme Review Policy*. Members emphasized the value of publishing formal summaries of implemented improvements to maintain open communication with the student body.
- **Resolutions:** * Approved a standardized institutional template for departmental Action Taken Reports (ATRs) to ensure clear, consistent tracking of quality enhancements.
    - Mandated that all departments submit their compiled ATRs within 15 working days of feedback closure, with approved summaries posted on the public university website to maintain transparency.

➢ Action Taken Report (ATR):

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
1	**Mandatory Launch of Program Evaluation Reports** Resolve to complete thorough program quality evaluations for all active departments to comply with the *Programme Review Policy*.	• Formed departmental program review committees to analyze student performance and curriculum gaps. • Successfully drafted and reviewed evaluation reports covering curriculum relevance and placement alignment. • Identified curriculum gaps were compiled and shared with the Board of Studies (BoS) to guide elective course updates.	Dean (Academics) & Respective HODs
2	**Implementation of Centralized Diagnostic Baseline Testing** Resolve to implement standard entry-level diagnostic screening tests for incoming students as required by the *Bridge Course Policy*.	• Designed and deployed computerized diagnostic baseline tests in Mathematics, Physics, and English. • Successfully screened the entire incoming freshman class during the orientation week.	Assistant HODs & First-Year Coordinators

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
		• Identified students with foundational knowledge gaps and assigned them to mandatory bridge courses.	
3	**Deployment of the Differentiated Learning Matrix** Resolve to deploy a standard quantitative framework to identify and track slow and advanced learners per the *Slow and Advanced Learner Policy*.	• Reconfigured the university grading portal to categorize student learning profiles based on continuous assessment metrics. • Formed distinct cohorts for slow and advanced learners across all active departments. • Faculty advisors updated student records with personalized tracking sheets to log targeted academic interventions.	Principal & Departmental Academic Mentors
4	**Rollout of the Anonymous Digital Student Feedback Module** Resolve to deploy a confidential, automated	• The ERP development team launched a confidential online student feedback tool.	Head of ERP Cell & IQAC Core Team

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
	feedback collection module within the university ERP under the *Student Feedback Policy*.	• Collected mid-semester and end-semester feedback across all active engineering and business courses. • Automatically generated performance profiles were sent securely to HODs and individual faculty members.	

……

Dr. Malay Gangopadhyay, Dean (Academics)