



Meeting Details: Dean (Academics) Office

University of Engineering & Management, Kolkata

Academic Year 2023-24

Meeting Date: 21/08/2023

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:**

- **1:** Operational planning for blended learning models, experiential learning techniques, and modern ICT pedagogy under the *Teaching-Learning Policy*.
- **2:** Formulation of early diagnostic mechanisms to identify academically vulnerable students in accordance with the *Remedial Coaching Policy*.
- **3:** Defining data metrics, external peer review parameters, and baseline templates for annual and triennial program reviews per the *Programme Review Policy*.
- **4:** Establishing institutional Plan-Do-Check-Act (PDCA) quality cycles across all academic units as required by the *Continuous Improvement Policy*.
- **5:** Designing transparent evaluation criteria and continuous internal assessment rubrics to ensure clear curriculum delivery.
- **6:** Structuring remedial timetables, zero-hour scheduling, and micro-module resource creation for targeted academic support.
- **7:** Formulating multi-stakeholder feedback loops (encompassing students, alumni, employers, and faculty) to drive regular curriculum developments.

- **8:** Implementing performance analytics and digital learning dashboards within the campus ERP to proactively track student success rates.
- **9:** Approving standardized evaluation checklists for internal academic audits to verify course files, laboratory logs, and outcome attainments.
- **10:** Creating an institutional framework to recognize and reward outstanding quality achievements, innovative teaching practices, and departmental excellence.

➤ **Minutes of Meeting (MoM):**

1: Transitioning toward Blended and Experiential Learning Models

- **Discussions:** Dr. Malay Gangopadhyay, Dean (Academics), opened the session by explaining that implementing the *Teaching-Learning Policy* requires shifting away from passive, lecture-heavy instructional delivery to active, student-centric, and experiential models. The Principal emphasized that incorporating digital content platforms and active ICT resources must be systematically documented within weekly teaching plans. HODs discussed the practical aspects of rebalancing standard lecture hours to insert flipped-classroom activities without slowing down syllabus progression.
- **Resolutions:** * Resolved that all departments must format their semester lesson plans to include a minimum of 20% blended or experiential learning components.
 - Mandated that course instructors record specific ICT resources and interactive methodologies used within the updated campus ERP tracking logs.

2: Establishing Screening Baselines to Catch Foundational Gaps Early

- **Discussions:** The committee discussed the operational plan for the *Remedial Coaching Policy*. Assistant HODs noted that relying solely on end-of-semester examination grades to identify struggling students prevents timely assistance. The committee agreed that an early diagnostic system must be deployed within the first 6 weeks of the semester, using a blend of class attendance metrics, early quizzes, and continuous internal evaluations.
- **Resolutions:** * Approved a standard diagnostic baseline: students tracking below 60% in early continuous assessments or falling under 75% attendance will be automatically enrolled in targeted remedial support.
 - Mandated that departments prepare customized progress tracking records to log the specific academic support provided to each student.

3: Formatting Parameters for the Annual Programme Review Cycle

- **Discussions:** Reviewing the *Programme Review Policy*, the Principal stated that regular academic evaluations must move past simple internal grading metrics to look deeply at

long-term graduate employment success and real-world skill alignment. Assistant HODs agreed that utilizing external academic and corporate peer reviewers ensures that university offerings stay perfectly in sync with modern marketplace expectations.

- **Resolutions:** * Approved a comprehensive program review template that combines internal academic data with external employer feedback and placement statistics.
 - Mandated that all departments complete and submit their program review files to the Academic Quality Cell within the stipulated seasonal window.

4: Institutionalizing Plan-Do-Check-Act (PDCA) Quality Frameworks

- **Discussions:** Dr. Malay Gangopadhyay introduced the operational plan for the *Continuous Improvement Policy*, highlighting the need to embed Plan-Do-Check-Act (PDCA) workflows into all active academic units. The committee focused on using mid-term exam metrics to identify and address student learning gaps before final examinations.
- **Resolutions:** * Mandated that all instructors compute course performance summaries immediately following the first internal test cycle (Plan/Do).
 - Resolved that courses showing a success metric below 65% must execute immediate corrective interventions, such as specialized problem-solving clinics or peer tutoring (Check/Act), logging results in the continuous improvement archive.

5: Designing Criteria-Based Assessment Rubrics for Transparent Grading

- **Discussions:** The committee discussed methods to ensure maximum grading clarity and fairness across all departments, in accordance with the *Teaching-Learning Policy*. Members noted that replacing general marks with structured, multi-tiered grading rubrics for assignments and laboratory work helps eliminate grading variations and gives students clear goals.
- **Resolutions:** * Approved a standardized criteria-based assessment matrix for laboratory deliveries and project vivas.
 - Mandated that all internal assignment questions align with specific cognitive levels of Bloom's Taxonomy, with the chosen mappings printed explicitly on question sheets.

6: Organizing Remedial Micro-Modules and Zero-Hour Schedules

- **Discussions:** The Principal highlighted that to fulfill the *Remedial Coaching Policy*, extra help sessions must be structured efficiently to avoid overworking students. Assistant HODs discussed ways to organize remedial schedules outside core classroom hours, suggesting the introduction of dedicated zero-hour slots on master timetables and the distribution of simplified core concept summaries.
- **Resolutions:** * Authorized the integration of two mandatory remedial zero-hour slots into the weekly master timetables across all departments.

- Directed course instructors to prepare and distribute simplified core concept micro-modules and targeted question banks designed specifically for remedial learning.

7: Evaluating Multi-Stakeholder Input to Enhance Program Quality

- **Discussions:** The committee discussed the implementation details for the *Programme Review Policy*, focusing on feedback compilation. HOD Management noted that gathering comprehensive input from current students, graduating alumni, active faculty, and corporate employers provides a complete view of areas needing curriculum modernization.
- **Resolutions:** * Enforced a requirement that all departments run comprehensive stakeholder feedback collection cycles at the close of every academic semester.
 - Resolved that the processed data metrics must guide structural curriculum modifications and the introduction of new electives during upcoming Board of Studies (BoS) meetings.

8: Designing Constructive Support Channels for Lower Feedback Tiers

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

9: Adopting Standard Checklists for Semi-Annual Internal Academic Audits

- **Discussions:** The committee reviewed the audit protocols required under the *Continuous Improvement Policy*. Members discussed standardizing the verification checklist used during internal reviews to ensure consistency across different departments.
- **Resolutions:** * Approved a standardized internal academic audit checklist covering course file updates, blended learning records, remedial tracking logs, and continuous assessment files.
 - Mandated that cross-departmental internal audits be conducted at the close of each semester, with formal summaries submitted directly to the Dean (Academics).

10: Establishing Institutional Awards for Teaching and Quality Innovation

- **Discussions:** Dr. Malay Gangopadhyay concluded the academic year's final session by reviewing the proactive recognition systems recommended by the *Continuous Improvement Policy*. The committee agreed that launching specific excellence commendations encourages a collaborative atmosphere focused on ongoing academic enhancement.
- **Resolutions:** * Approved the creation of an institutional Quality Excellence Recognition framework, featuring formal commendations and specialized teaching grants.
 - Directed the IQAC to design a transparent evaluation scorecard to assess faculty and departmental achievements across instructional innovations, successful remedial recoveries, and quality enhancements.

➤ Action Taken Report (ATR):

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
1	<p style="text-align: center;">Modernization of Pedagogical Deliveries</p> <p>Mandate the integration of blended learning methodologies and active ICT tools across all departments under the <i>Teaching-Learning Policy</i>.</p>	<ul style="list-style-type: none"> • Faculty members successfully integrated interactive digital modules into their core course plans. • Reconfigured departmental smart classrooms to accommodate blended learning requirements. • Verified that active lecture tracking files log specific experiential and participative sessions. 	Dean (Academics) & Respective HODs

Sl. No.	Agenda Item / Previous Resolution Details	Concrete Actions Executed & Implementation Status	Monitoring / Responsible Authority
2	<p>Early Diagnostics for Academic Vulnerability</p> <p>Resolve to establish a systematic screening framework to catch learning gaps early, as mandated by the <i>Remedial Coaching Policy</i>.</p>	<ul style="list-style-type: none"> • Deployed a combination of mid-term assessment analytics and attendance trackers to identify struggling students within the first 6 weeks. • Formed clear, targeted remedial cohorts across all engineering and business branches. • Assigned dedicated academic mentors to track individual progress. 	<p>All Assistant HODs & Academic Progress Cells</p>
3	<p>Activation of Departmental Review Frameworks</p> <p>Resolve to launch comprehensive program evaluations to comply with the mandates of the <i>Programme Review Policy</i>.</p>	<ul style="list-style-type: none"> • Program Review Committees met across all active branches to analyze graduation trends and curriculum relevance. • Compiled comprehensive program evaluation reports highlighting industry alignment scores and curriculum gaps. 	<p>Principal & Departmental Review Boards</p>

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		<ul style="list-style-type: none"> Forwarded identified changes directly to the Board of Studies (BoS) for execution. 	
4	<p>Deployment of PDCA Quality Enhancement Frameworks</p> <p>Resolve to embed structured Plan-Do-Check-Act cycles into the core tracking systems under the <i>Continuous Improvement Policy</i>.</p>	<ul style="list-style-type: none"> HODs completed systematic audits of mid-semester performance statistics to isolate low-passing courses. Executed targeted academic interventions and extra problem-solving clinics during active semesters. End-of-semester result metrics showed a notable 11% improvement in passing benchmarks across audited modules. 	Internal Quality Assurance Cell (IQAC) & AQC




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