VELS INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)

UNIVERSITY ETHICAL COMMITTEE (NON-RESEARCH)

MINUTES OF THE FOURTH MEETING

Meeting No.: UEC/04/2024-25
Academic Year: 2024–2025

Date

17 October 2024

Time

11.00 A.M.

Venue

Ratan Tata Block

Chairperson

Member Secretary

Members Present

The Chairperson welcomed all members to the Fourth Meeting of the University Ethical Committee (Non-Research). The quorum being present, the meeting commenced. The Member Secretary presented the Action Taken Report (ATR) of the previous meeting, highlighting the progress made in student employability, internship initiatives, and placement-related activities.

Agenda

1. Confirmation of the Minutes of the Third Meeting.
2. Review of the Action Taken Report (ATR).
3. Review of Class Committee Meetings conducted by all Schools and Departments.
4. Evaluation of the Mentor–Mentee System and student counselling activities.
5. Review of student attendance, Continuous Internal Assessment (CIA), academic performance, and progression.
6. Analysis of student feedback on teaching-learning processes and academic support.
7. Discussion on remedial coaching, bridge courses, and academic interventions for slow learners.
8. Strategies to improve student retention, progression, and academic success.

9. Alignment of academic monitoring with **NAAC**, **NIRF**, **IQAC**, Outcome-Based Education (OBE), and **QS World University Rankings**.
10. Any other matter with the permission of the Chair.

Proceedings of the Meeting

The Chairperson emphasized that continuous academic monitoring is essential for improving student performance, ensuring timely academic support, and enhancing institutional quality. Members agreed that Class Committee Meetings and the Mentor–Mentee System serve as effective mechanisms for identifying student concerns and promoting academic excellence.

The Committee reviewed the reports submitted by various Schools regarding Class Committee Meetings conducted during the semester. Members observed that regular meetings had facilitated constructive interaction between students and faculty, enabling departments to address issues relating to curriculum delivery, laboratory facilities, infrastructure, timetable scheduling, internal assessments, and learning resources.

The Mentor–Mentee System was reviewed in detail. Members appreciated the systematic mentoring process adopted by the departments and recommended strengthening periodic mentoring sessions. Mentors were advised to maintain updated mentoring records, monitor student attendance, academic performance, discipline, grooming, professional behaviour, emotional well-being, and participation in co-curricular and extracurricular activities. It was also emphasized that parents should be informed whenever students exhibit poor attendance, academic difficulties, or behavioural concerns.

The Committee examined semester attendance records, Continuous Internal Assessment (CIA) results, assignment submissions, and academic progression reports. Departments presented the measures undertaken to support academically weak students through remedial coaching, tutorial classes, bridge courses, peer learning, and individual mentoring. Members suggested increasing the frequency of academic counselling sessions to improve student outcomes.

Student feedback collected through the Class Committee Meetings and online feedback system was analyzed. Feedback relating to teaching effectiveness, laboratory facilities, digital learning resources, library services, classroom infrastructure, and student support services was discussed. Heads of Departments were instructed to implement corrective actions and report the improvements in subsequent meetings.

The Committee also deliberated on strengthening academic support services through career counselling, stress management programmes, soft skills development, communication training, and value-added certification courses. Members recommended integrating academic monitoring with holistic student development to improve retention, progression, graduation rates, and employability.

The Chairperson emphasized that systematic documentation of mentoring records, class committee minutes, student feedback analysis, remedial action reports, and academic monitoring activities would provide strong evidence for institutional quality assessment under **NAAC**, **NIRF**, **IQAC**, Outcome-Based Education (OBE), and **QS World University Rankings**.

Resolutions Passed

The Committee unanimously resolved to:

1. Conduct Class Committee Meetings regularly in every department as per the academic calendar.
2. Strengthen the Mentor–Mentee System through structured mentoring sessions and comprehensive documentation.
3. Monitor student attendance, CIA performance, semester results, and academic progression on a monthly basis.
4. Organize remedial coaching, tutorial classes, bridge courses, and mentoring for academically weak students.
5. Analyze student feedback periodically and implement corrective measures to improve teaching-learning processes.
6. Enhance academic counselling, career guidance, and student support services.
7. Maintain complete documentation of mentoring activities, class committee meetings, and student progress reports.
8. Align all academic monitoring practices with **NAAC**, **NIRF**, **IQAC**, Outcome-Based Education (OBE), and **QS World University Rankings**.

Action Points

Sl. No.	Action Item	Responsibility	Timeline
1	Conduct Class Committee Meetings in all departments	Heads of Departments	Monthly
2	Update Mentor–Mentee records and counselling reports	Faculty Mentors	Continuous
3	Monitor student attendance and CIA performance	Class Advisors	Monthly

Sl. No.	Action Item	Responsibility	Timeline
4	Organize remedial coaching and bridge courses	Heads of Departments	Throughout the Semester
5	Analyze student feedback and implement corrective actions	IQAC & Heads of Departments	Every Semester
6	Submit mentoring and academic monitoring reports	Member Secretary & IQAC	Quarterly

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Expected Outcomes

The Committee expects the following outcomes:

- Improved effectiveness of the Class Committee and Mentor–Mentee System.
- Enhanced student attendance, academic performance, and progression.
- Early identification and academic support for slow learners.
- Increased student satisfaction through responsive academic monitoring and timely interventions.
- Strengthened documentation supporting institutional quality assurance and accreditation.
- Improved graduate outcomes, student retention, and academic excellence.
- Enhanced institutional performance under **NAAC**, **NIRF**, **IQAC**, Outcome-Based Education (OBE), and **QS World University Rankings**.

Conclusion

The Chairperson appreciated the contributions made by all members and emphasized that continuous academic monitoring and effective mentoring are fundamental to student success and institutional excellence. Members agreed to strengthen collaboration among departments, mentors, class advisors, and IQAC to ensure timely implementation of all resolutions.

The meeting concluded with a vote of thanks proposed by the Member Secretary.

Prepared by

Member Secretary

Reviewed and Approved by

Chairperson

Date: 17 October 2024