



# CHANDIGARH UNIVERSITY

Discover. Learn. Empower.

Minutes of  
12<sup>th</sup> Meeting of  
Internal Quality Assurance Committee  
(I.Q.A.C)

(09<sup>th</sup> October 2018 at 2.30 p.m.)

Venue: ~ K12 Board Room, Block 9  
Chandigarh University  
Gharuan (Mohali)

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The twelfth meeting of Internal Quality Assurance Committee (I.Q.A.C.) was held on Tuesday, 09<sup>th</sup> October 2018 at 2.30 p.m. in the K12 Board Room, Block 9, of Chandigarh University.

The following members attended the meeting:

1. Prof. (Dr.) B.S.Sohi : Dean Academic Affairs
2. Prof. (Dr.) Gurdip Singh : Executive Director
3. Dr. Satbir Singh Sehgal : Executive Director – Engineering & IQAC
4. Dr. R.M.Bhagat : Executive Director - Sciences
5. Mr. Balbir Singh Dhol : Registrar
6. Dr. K.K.Bajaj : Former Dean – CDC- Himachal Pradesh University
7. Mr. Sofi Zahoor : Senior Vice President – HR, Quark, Mohali
8. Dr. J.P. Yadav: Director - UIIS
9. Dr. Nilesh Arora : Director - USB
10. Dr. Vinay Kumar : Deputy Dean (CSE)
11. Dr. Munish Sabharwal : Associate Dean (CSE)
12. Dr. Manish Goswami : Principal – UIPS & UIAHS
13. Mr. Manish Sharma : Principal - UITHM
13. Dr. Inderpreet Kaur: Principal - UITTR
14. Dr. Trishu Sharma: HOD – Media Studies
15. Dr. Kamaljit Singh Saini: HOD – UIC
16. Dr. Ishbir Singh: HOD – Mechanical Engineering
17. Mr. Sandeep Salhotra: HOD – Civil Engineering
18. Dr. Anuj Bhardwaj: Professor – UIE
19. Ms. Riya Raj Pundir: B.E.- CSE Student – 2<sup>nd</sup> year
20. Mr. Aditya Sharma : B. Pharma Student – 2<sup>nd</sup> year

Prof.(Dr.) B.S.Sohi welcomed all the members & experts present in the meeting of I.Q.A.C and it was informed that as Chandigarh University is preparing for N.A.A.C accreditation as on date, so we need inputs from different sources from time to time to assess our readiness and contribute with relevant information as required in the process of N.A.A.C. certification.

Dr. Satbir Singh Sehgal greeted the honorable members and introduced the external experts: Dr. K.K. Bajaj – Former Dean (CDC), Himachal Pradesh University, a well know educationist and Mr. Sofi Zahoor – Senior Vice President-HR, Quark India, Mohali , a distinguished industry expert to all the members of the Committee. It was informed that the Registrar is the member secretary of this Committee and that two students from Pharma & CSE domains are representing the student community in this meeting.

Dr. Satbir Singh Sehgal informed the new members that this is the 12<sup>th</sup> meeting of I.Q.A.C. and the University was holding the I.Q.A.C. meetings in every academic semester (1<sup>st</sup> July to 30<sup>th</sup> June) till session 2016-17. As per revised guidelines of IQAC, it was decided that with effect from academic session 2017-18, the I.Q.A.C. meetings to be held after every three months, i.e. twice in each semester. The meetings snapshot is given below:

S. No.	Year	No. of Meetings held
I.Q.A.C. established on 14 <sup>th</sup> Jan. 2013		
1	2013-14	One
2	2014-15	Two
3	2015-16	Two
4	2016-17	Two
5	2017-18	Four
6	2018-19	1st meeting held on 09 <sup>th</sup> October 2018

Thereafter, all members were apprised about the objectives & functions of the Internal Quality Assurance Committee (I.Q.A.C.):

**A. Objectives of I.Q.A.C. :**

The primary aim of I.Q.A.C. is:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Dr. Satbir Singh Sehgal stated that IQAC will take care of both academic as well as administrative structures and to promote measures for institutional functioning for quality enhancement, improve quality.

- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Dr. Satbir Singh Sehgal stated that IQAC team is having interactions with each department, involving best practices, data collection, analysis of data and how we can improve the functions, going forward.

## B. Functions of I.Q.A.C. :

Dr. Satbir Singh Sehgal informed the members that the following functions have been formulated as per the U.G.C. guidelines:

- Development and application of quality benchmarks;
- Parameters for various academic and administrative activities of the institution;
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters to all stakeholders;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- Development and maintenance of institutional database through MIS (here CUIMS) for the purpose of maintaining /enhancing the institutional quality;
  - Periodical conduct of Academic and Administrative Audit and its follow-up
  - Preparation and submission of the Annual Quality Assurance Report (AQAR)

## C. I.Q.A.C. goals for academic session 2018-19:

- Improvement in Teaching Learning Process
- Innovation Pedagogy
- Reforms in Examination – Assessment & Evaluation

Thereafter, the following meeting agenda items were taken up for discussion:

**Item no. 1:** To review the quality assurance initiatives undertaken by the Chandigarh University in last five years.

**Agenda 2:** To discuss the quality initiatives for paper setting and finalization of UG/PG students Projects titles, Seminar topics, Thesis /dissertation topics.

**Agenda 3:** To discuss new quality initiatives in Innovative Teaching Learning Processes and online MOOCs Courses.

**Agenda 4:** To consider any other with the permission of the chair.

The following are the important points of discussions in the meeting:

**Item no.1: To review the quality assurance initiatives undertaken by the Chandigarh University in last five years.**

Dr. Satbir Singh Sehgal apprised the members about the following quality assurance initiatives undertaken by the Chandigarh University in last five years:

- Internal & External Academic Audit started in 2013-14
- Establishing MOUs with industry and academia so as to established specialized labs, certification programs which helps students to bridge gap between industry and academia 2013-14
- Comprehensive implementation of choice based credit system for all courses of the University 2013-14
- To impart social responsibilities in students NCC/NSS activities are conducted regularly. (record maintained by DSW) 2013-14
- Faculty development programs every year - 01 July to 15 July. 2013-14
- Deputation of faculty to conferences, seminars and workshops which in turn helps the faculty in research -2013-14
- Conduct of remedial/backlog classes and special classes for slow learners so as to improve the learning skills of the students-2013-14
- Introduction of Specialization in Under Graduates courses for example BE CSE(Hons.) in Big Data analytics, Information security etc. 2013-14
- Semester readiness reports and audits 2014-15
- Statement of purpose(SOP) of Curriculum revision 2014-15
- SOP of Financial Management & Activities 2014-15
- SOP of Teaching load allocation 2014-15
- SOP of Mid-term exam paper setting 2014-15
- Various workshops, seminars regular held to enhanced quality in academics 2014-15
- Introduction of quality assessment system for faculty members in annual appraisal system-2014-15

- ERP system of Chandigarh University for both academic and non-academic – CUIMS(Phase-I)- 2014-15
- Deputation of students to conferences, seminars and workshops which in turn helps the students to acquire papers presentation /preparation, communication and event participation skills 2014-15
- Extending the scope of access of e-journals through central library in the form of remote access 2014-15
- Collection of student feedback on teaching- learning 2014-15
- Automation of Examination system phase-1 in 2014-15
- IPR cell established in year 2014-15
- Introduction of ICT enable environment in classrooms and faculty rooms 2014-15
- ERP system of Chandigarh University for both academic and non-academic – CUIMS(Phase-II)- 2015-16
- Involvement of Class Representatives in curriculum planning 2015-16
- Students and faculty Diversity to be maintained 2015-16
- Automation of Examination system phase-2 in 2015-16
- Collection of student feedback from all stakeholders 2015-16
- SCOPUS/SCI/SSCI indexed paper mandatory for Ph. D students 2015-16
- Scopus indexed paper is mandatory for ME thesis 2015-16
- Code of ethics for academic research introduced 2015-16
- Automation of Examination system phase-3 in 2016-17
- Optimization of Infrastructure and learning resources under dean of academic affair 2016-17
- Automation of Library Phase-I 2016-17
- Framing of guidelines regarding Question Bank, Monographs and Presentations for session 2016-17
- ERP system of Chandigarh University for both academic and non-academic – CUIMS(Phase-III)- 2016-17
- ERP system of Chandigarh University for both academic and non-academic – CUIMS(Phase-IV)- 2017-18
- Automation of Examination system phase-4 in 2017-18
- Automation of Library Phase-II 2017-18
- Ranking and Rating by NIRF, QS, THE, IET agencies to be looked after by IQAC 2017-18
- NAAC Steering Committee Constituted in 2017-18
- Vision Document 2025 and Strategy plan to be prepared by IQAC 2018-19
- Introduction of Learning Management System (LMS) in CUIMS in 2018-19
- Automation of Library Phase-III 2018-19

Dr. Satbir Singh Sehgal also apprised the members about new initiatives related to Program Outcomes (P.O.) and Course Outcomes (C.O.) mapping, (taking an example of Civil Engineering domain) which are as follows:

**Program Outcomes (PO) – Civil Engineering:**

- Ability to apply knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems
- Ability to identify, formulate, research literature and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences;
- Ability to design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- Ability to conduct investigation into complex problems using research based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions;
- Ability to create, select and apply appropriate techniques, resources and modern engineering and IT tools, including prediction and modeling, to complex engineering activities, with an understanding of the limitations
- Ability to apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice;
- Ability to understand the impact of professional engineering solutions in societal and environmental contexts and demonstrate knowledge of and need for sustainable development;
- Ability to apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice
- Ability to communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions
- Ability to function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings;
- Ability to recognize the need for, and have the preparations and ability to engage in independent and lifelong learning in the broadest context of technological change;
- Ability to demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments;

### Program Specific Outcome (PSO)– Civil Engineering:

PSO 1 Function as design consultants in construction industry for the design of civil engineering structures.

PSO 2 Analyze water resources and hydrological systems to estimate safe, flood discharges and assured withdrawals and design/select hydraulic machines/systems and surge systems.

PSO 3 Understand modern management and construction techniques to complete the projects within the stipulated period and funds.

PSO 4 Provide sustainable solutions to the Civil Engineering Problems.

### Sample Course outcomes (CO) of Civil Engineering:

**Subject / Course: CET-215 Building and Fast Track Construction**

CO 1 Students will be able to understand the various building bye laws and also be able to know the type of foundation to be used in construction

CO 2 Students will be able to give theoretical explanation of various types of roofs and floors.

CO 3 Students will be able to put hands-on research and collaborative activities of construction and to supervise the construction technique to be followed in brick, stone, concreting, flooring, roofing, plastering and painting etc.

CO 4 Students will be able to know about the fast construction techniques.

Dr.K.K.Bajaj, Former Dean (CDC), Himachal Pradesh University suggested that each point makes a catalogue of IQAC activities which needs to be focused upon systematically and analytically to arrive at a focused conclusion so that you are able to quantify the scalability. We need to update the data based upon the new format as specified by NAAC.

Item no.2: To discuss the quality initiatives for paper setting and finalization of UG/PG students Projects titles, Seminar topics, Thesis/dissertation topics.

Dr. Satbir Singh Sehgal informed the members that the Question papers (QPs) are prepared from the database prepared by various teachers. For MST and End Term examinations: QPs are selected by Software.

- The paper setter is requested to avoid questions starting from “Define.....” and “What is .....”
- The Question paper is to be designed in such a way that the whole syllabus and all the CO’s are covered.
- There are 2 new columns added in the format which indicates:
  - Level of Question according to Blooms Taxonomy i.e. L1/L2/L3/L4/L5/L6
  - Which Course outcome is linked with the question i.e. CO1/CO2/CO3/CO4



**FORMAT FOR SUBMISSION OF QUESTION PAPER (SET-1 and SET-2)**

Course: Bachelor of Engineering	Branch :
Subject :	Semester:
Regular/ Reappear:	Subject Code:

Note: Syllabus is divided into 3 Units therefore the questions to be set must cover all the Units  
**Short Answer Type Questions:** Total 12 Questions (04 from each unit), all the short answer type questions are to be from level 1/ level 2 or level 3 according to blooms taxonomy

Sr. No	Level of Question in blooms taxonomy L1/L2 or L3	Linked course Outcome	Unit	Question
1-4			Unit -1	
5-8			Unit -2	
9-12			Unit-3	

**For PG Thesis/ dissertation/ UG-PG students Projects/ Seminar topics:**

It was shared that there is a policy of the Chandigarh University to check academic malpractices and plagiarism in research (CU/UCRD/15/187, Dated: 16-06-2015), for plagiarism check, university uses Turnitin software. This software is being used by 38 department heads since 2015.

The Faculty members provide formative support to the students in checking and understanding plagiarism and, if required, modifying report to:

- a. Reduce Overall Similarity Index (OSI) to less than 20% (for Masters Students) and 10% (for PhD Scholars) or less as per UGC guidelines, and
- b. Reduce Individual Source similarity Index (ISI) to less than 5% for every source.

**Code of Ethics for Research:**

- Competency in the conduct of research
- Accuracy of research data and reports
- Affirmation of wellsprings of information/data/other commitment to the research

- Openness and duty in the conduct and presentation of research rubrics followed for evaluation of Projects and Seminar

Dr. Satbir Singh Sehgal requested Prof.(Dr.) Gurdip Singh to suggest ways to finalize the type of title of undergraduate & postgraduate projects from quality point of view.

Prof. (Dr.) Gurdip Singh stated that:

- a. There should be a dedicated project based on one of the features i.e. system, product & process through which 80% of the program outcome can be achieved.
- b. We need to link the Program Outcome (PO) with projects allocated at different levels.
- c. The competitive projects unsolved problems at National & International level should be analyzed in an effective manner.
- d. The Students should form a group and learn how to work as a team.
- e. Rubrics system should be strongly implemented and each stage should be evaluated and be apprised to the students so that they are equipped with dos and don'ts of working on the chosen project topic.

Dr. Satbir Singh Sehgal shared the challenges being faced by the non-engineering like business management students regarding selection of project topics.

Dr. Gurdip Singh stated that the project topic selection should be based on social problems in the system which can be assigned to the non-engineering students.

Ms. Riya Pundir, CSE – 2<sup>nd</sup> year student stated that the list of projects as completed by their seniors are passed on to them to select their respective projects, whereas a choice should be given to student to select their own topic, (excluding the topics given in the list)

Mr. Sofi Zahoor, Senior Vice President, Quark, Mohali congratulated the members for holding the IQAC meeting and for discussions on the important quality agenda points. The term quality refers to 'Excellence' wherein your hands, heart & mind altogether are at work. The first & foremost thing required is the awareness which needs to be there for us to be at a stand where we are today. There needs to consciousness, ownership & belief in the tasks on which you are focused right now. There is need to bring in such culture wherein there is quality in each work aspect and becomes the way of leading a life. The students should be able to come up with their own unique ideas which can help them make a better individual.

It is advised that there should be an independent quality department of 3-4 members of giving feedback / feed-forward to the highest authority of the organization and how to measure the process on an on-going basis. Quality is a manifestation and we need to make the organization lively. The accomplished quality tasks should always be appreciated.

Dr. K.K.Bajaj shared that Quality is an endeavor, culture, way of life and all should be combined in order to breathe quality, live quality & think quality. Teaching is learning and we need to ascertain the parameters to bring in quality in real terms.

Item no.3: To discuss new quality initiatives in Innovative Teaching Learning Processes and online MOOCs Courses.

Dr. Satbir Singh Sehgal informed the members about the Innovative Teaching Learning Processes and Pedagogy wherein the UITTR department is assigned the duty to support the various departments in introducing the innovation topics in curriculum.

- ❖ IQAC motivates the faculty to adopt Innovative processes in Teaching and Learning process.
- ❖ These Innovative teaching approaches which are a combination of the traditional lecture method along with other methods helps the young minds to increase their learning capacity.

The Innovative approaches in teaching and learning include:

- i. **Classroom and course management innovations**, including new ways of teaching that promote student engagement, reorganization of a course(s) that improves students' ability to apply :
  - what they learn,
  - course content,
  - novel assignments that lead to increased student engagement,
  - student publications, and/or
  - activities that bring students from diverse backgrounds together.
- ii. **Introduction of LMS systems (with integration using CUIMS)** in all departments for effective engagement of students with teachers.

Mr. Sofi Zahoor suggested that LMS system should be reviewed regularly and a mechanism needs to be framed for the reward/recognition to faculty members which will motivate the members to contribute in this context which will further develop the work culture, gradually.

## Massive Open Online Course (MOOCs) :

### Concept:

MOOC is a free online educational program designed by a group of very outstanding professors from famous universities across the globe intended for an unlimited number of participants located at any corner of the world.

Interested participants surf these websites for the courses of their interest and enroll themselves. Further each participant needs to clear the final exam. On successful completion, participants are issued **Statement of Accomplishment** (without fees for few courses) or **certificate** (with fees).

### Objectives/Outcomes:

- a) To enhance skills and gain essential knowledge required for student's field or brushing up the basic key concepts,
- b) To build a strong resume and character ultimately grooming students to get easily absorbed in a cooperate life.

Chandigarh University has adopted the following policy for UG Programs:

- **For Engineering and Managements programs**  
10% of the total credits (16 credits- Engg, 10 credits- MBA) can be taken up through MOOCS
- **For Non Engineering programs**  
5% of the total credits can be taken up through MOOCS
- The Board of Studies recommends and Academic Council approves the list and contents of the courses/subjects. Feedback will be collected in due course of time.

### Features:

- a) Flexibility of time, place, topic and university
- b) Excellent professors can reach more students all over the world
- c) **Slow Learners** can review the videos, pause it to understand as per their pace
- d) Participants can acquire knowledge from professors of high class institutes like MIT, IITs, and NID etc.
- e) Interaction through peer review and group collaboration helps social network building

### **The Practice:**

- ❖ Appoint faculty as a coordinator from each department/ Institute
- ❖ Meeting of MOOC coordinators
- ❖ Coordinators search for MOOC courses online
- ❖ Coordinator publicize MOOCs and encourage students to enroll a course from the MOOC list or of their choice using internet
- ❖ Distribute MOOC course list to students
- ❖ Keep a track of students undertaking courses
- ❖ After successful completion of course, collect certificates from students
- ❖ Department MOOC coordinator maintains a record of course completed students

In line with the same, **Dr. Satbir Singh Sehgal** informed that the problem statement is to check the quality, equivalence and mapping of the same with our credits.

The honorable members discussed this point in detail. In line with the same:

**Dr. K.K.Bajaj** stated that the concept of MOOC can be termed as a contemporary paradigm shift in education. MOOC is a kind of supplementary course package which you are envisaging. The compatibility of MOOC courses needs to be defined.

**Prof.(Dr.) B.S.Sohi** suggested that the real objective of MOOC and the benefit of the same to the students should be clearly defined.

**Dr. Satbir Singh Sehgal** requested that we need more time to get the inputs from various sources in the University to compile the objective of MOOC courses with its relevance to our students as per UGC guidelines.

**Mr. Sofi Zahoor** suggested that MOOC courses need to be supplementary in nature. A lot of learning is happening online as on date and over a period of time, it has innovated a lot wherein interactions can be done online.

**Dr.Manish Goswami** suggested that there needs to be a process of auto-direction wherein MOOC courses can play a pivotal role within defined perspective.

**Student Satisfaction Survey on Teaching Learning Process was conducted by I.Q.A.C.:**

The Questions were based on the following:

- The extent of syllabus covered in the class is ..
- The teachers had prepared for the classes

- How effective was the teacher communication with the students?
- The teacher's approach to teaching has been ...
- The internal evaluation by the teachers have been ...
- Was your performance in assignments discussed with you?
- The university is promoting internship, student exchange, and field visit opportunities for students.
- The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
- The university provides multiple opportunities to learn and grow for the students.
- Teachers inform you about your course objectives, outcomes and programme outcomes.
- Your mentor does a necessary follow-up of your performance.
- The teachers illustrate the concepts through examples and applications.
- The teachers identify your strengths and encourage you with providing right level of challenges.
- Teachers are able to identify your weaknesses and help you to overcome them.
- The university makes effort to involve the students in the monitoring, review and continuous quality improvement of the teaching learning process.
- The teachers Use Student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences
- Teachers encourage you to participate in extracurricular activities.
- The university is making efforts to inculcate soft skills, life skills and employability skills to make you ready for the world of work.
- What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
- The overall quality of teaching-learning process in your institute is very good.

### **Curriculum Feedback Analysis:**

Internal Quality Assurance Cell (IQAC) makes a critical and significant commitment to enhance quality of education and channelizes the endeavors and measures of the University towards scholastic perfection.

Reports are generated to present the findings from feedbacks, collected from students, faculty, parents, corporate and alumni from July 2017 to June 2018.

The report consists of two parts:

**Part A** contains feedback collected from the students on the curriculum and teaching learning process.

Part B contains the feedback analysis from the employers, faculty, parents and alumni.

### Student Feedback Questions:

1. A flexible scheme provides the choice based learning to the students.
2. Option to career choice in the mid of the degree provides an opportunity to the students for selection and promotion in the career of their interest.
3. Content beyond the syllabus provided in the program opens out new dimensions of learning.
4. It is useful to have Placement training as part of the curriculum.
5. Mandatory non graded courses helps the students' deficient in certain subjects to come at par with the main stream.
6. Minors provided in the new scheme amplify the opportunities in professional fields.
7. Online quiz which is being introduced from this semester will be a tool to quickly revise subject fundamentals.
8. Open electives Are useful interdisciplinary interaction and training to work in an interdisciplinary team which is the need of the day in corporate.
9. PPT provides Support to the lecture work in explaining complex and difficult to draw pictorial situations.
10. Practical as separate subject Provides significance to Practical work in a professional program.
11. Per semester academic preparations of the teaching materials is helpful to the students and teachers.
12. Project work carried out by the students is best mode of experiential learning.
13. Projects in most of semesters during degree course rather than only one at the last semester is an enhanced process of experiential learning.
14. Provision of Hons degree is an opportunity to bright students to elevate the level of their degree.
15. Reduction the total degree credits by 15% (200 to 170 credits) provide time to weaker students to improve their academic Grades.
16. Students perfection in English are given chances to study alternative foreign languages in new scheme is useful.
17. Tutorials in a subject provides opportunity to strengthen the ability to solve numerical problems and personal attention of the teachers for removing the difficulties.
18. Two centralized tests help students for gradual preparation of the subject for final examination.
19. Up loaded PPT on Lecture provides useful materials to prepare the topics before attending the lecture class.
20. Students are always ready for surprise tests.

### Benefits to the Students:

- A flexible scheme provides the choice based learning to the students.
- Option to career choice in the mid of the degree provides an opportunity to the students for selection and promotion in the career of their interest.
- Content beyond the syllabus provided in the program opens out new dimensions of learning.
- It is useful to have placement training as part of the curriculum.

The feedback from Industry, Parents & Alumni is also taken into account while preparing the course curriculum.

Dr. Sofi Zahoor suggested that there is need to identify the variable which can change all other variables required for bringing in positive change in Teaching Learning process. The process should be rewarding & motivating.

It is appreciated that these kind of difficult discussions are happening in this University which gives us an insight into the problem areas where we need to work towards improving the scenario for benefit of staff & student fraternity.

Item no. 4: To consider any other item with the permission of the Chair.

- NIL -

Prof.(Dr.) B.S.Sohi thanked all the members for their valuable suggestions in the meeting.

  
Registrar

Submitted for kind Approval:

  
Executive Director

  
Dean-Academic Affairs

  
Vice Chancellor