

Date: 12.08.2025

**SECOND MEETING OF CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)**  
**FOR ACADEMIC YEAR 2025-26**

**NOTICE**

Notice is hereby given that the Second Meeting of the Centre for Internal Quality Assurance (CIQA) of ATLAS SkillTech University for the Academic Year 2025-26 shall be held on 19<sup>th</sup> August 2025 at 11:30 A.M. in the Board Room, Tower 1, Equinox Business Park, Off Bandra Kurla Complex (BKC), L.B.S. Marg, Kurla (West), Mumbai – 400070.

Please find below the agenda for the meeting for your ready reference:

<b>Sr. No.</b>	<b>AGENDA</b>
1	Granting leave of absence, if any.
2	To approve the Action Taken Report of previous meeting.
3	To discuss and consider the key finding findings from the feedback obtained from Faculty, Students and Industry Experts on content available on LMS platform for 2-year online MBA program & 3-year online BBA program.
4	To propose the Workshop for academic and administrative staff on usage of Learning platform developed for Online programs.
5	Any other matter with the permission of the Chair.

You are requested to kindly make it convenient to attend the same.

  
Dr. Anand Kopare

Member Secretary – Centre for Internal Quality Assurance (CIQA)

To: All Members of the Centre for Internal Quality Assurance (CIQA)

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**MINUTES OF THE SECOND MEETING OF CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) FOR THE ACADEMIC YEAR 2025-26 HELD ON 19<sup>th</sup> AUGUST 2025 AT 11:30 A.M. AT THE BOARD ROOM, TOWER 1, EQUINOX BUSINESS PARK, OFF. BANDRA KURLA COMPLEX (BKC), L.B.S. MARG, KURLA (WEST), MUMBAI - 400070.**

**Members Present:**

1. Dr. Rajan Welukar
2. Dr. Kajal Chheda
3. Dr. Zuleika Homavazir
4. Dr. Varsha Agarwal
5. Dr. Priya Harikumar
6. Dr. Simarjeet Makkar
7. Prof. Bineet Desai
8. Dr. Mandar Bhanushe
9. Dr. Mangesh Kadam
10. Prof. Heena Thakkar
11. Mr. Subodh Khanna
12. Dr. Debashish Ray
13. Dr. Anand Kopare

**Special Invitee:**

1. Dr. Deepak Gupta

Dr. Rajan Welukar was requested to chair the meeting. He occupied the Chair and welcomed all members and special invitees to the meeting.

**1. Granting leave of absence, if any.**

It was noted that all members were present; hence no leave of absence was requested or granted. The quorum was complete.

**2. To present and approve the Action Taken Report of the previous meeting:**

The Chairperson presented the action taken report of the previous meeting and invited members to deliberate on the same.

The members after due deliberation, approved the same

**3. To discuss and consider the feedback obtained from Faculty, Students and Industry Experts on content available on LMS platform for 2- years online MBA and 3- years online BBA programs.**

The Chairperson invited the Member Secretary to present Key Findings from the feedback obtained received from faculty members, students enrolled in same on campus program, and industry experts regarding the functionality, usability, and effectiveness of the Learning Management System (LMS) developed Online Programmes.

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The Member Secretary informed the members that structured feedback was collected through surveys aimed at evaluating key parameters such as accessibility, navigation, content delivery experience, assessment interface, learner engagement tools, and overall user satisfaction.

The Key findings from the survey conducted from faculty members, students enrolled in same on campus program, and industry experts are annexed in annexure I, II and III respectively.

The members acknowledged the constructive nature of the feedback and deliberated over its key findings.

After detailed deliberation, the following resolution was passed unanimously:

**“RESOLVED THAT** the key findings from feedback obtained from Faculty, Students, and Industry Experts on the LMS platform, as annexed in Annexures I, II and III, be and is hereby taken on record and considered for continuous improvement of the LMS and content delivery system.

**RESOLVED FURTHER THAT** the concerned administrative and academic units shall take necessary steps to ensure implementation and dissemination of the approved Academic Calendar, and that a certified copy of this resolution be furnished to the relevant authorities under the signatures of the Chairperson or an Authorized Signatory of the Centre for Internal Quality Assurance.”

**4. To propose the Workshop for teaching and non-teaching staff on usage of Learning platform developed for Online programs:**

The Chairperson apprised the members that the in-house Learning Management System (LMS) developed for Online Programmes, in compliance with *Annexure IX* of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020, is ready for phased deployment. To ensure effective utilization, a training workshop is proposed for teaching and non-teaching staff.

The proposed workshop aims to familiarize participants with the functional and pedagogical aspects of the LMS, including course creation, content uploading, learner tracking, assessment tools, feedback mechanisms, and analytics. It will also cover system administration protocols, data security measures, and accessibility features to ensure smooth operation and learner engagement.

The members deliberated on the proposal and unanimously passed the following resolution:

**“RESOLVED THAT** the proposal to conduct a Workshop for Teaching and Non-Teaching Staff on the Usage of the Learning Platform developed for Online Programmes be and is hereby approved by the members of the Centre for Internal Quality Assurance (CIQA). The workshop shall be organized jointly by the Centre for Distance and Online Education (CDOE) and Centre for Internal Quality Assurance (CIQA) to build institutional capacity for effective implementation of Online Programmes in alignment with UGC’s Quality Assurance Framework.

**RESOLVED FURTHER THAT** a certified copy of this resolution be furnished to the concerned person(s) and/or authorities for giving effect to this resolution, under the hands

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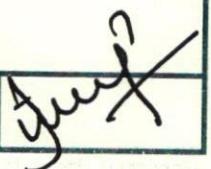
of the Chairperson or Authorized Person of the Centre for Internal Quality Assurance (CIQA).”

No additional matters were raised. The Chair concluded the meeting with a vote of thanks to all members present.

**Date: 22.08.2025**  
**Place: Mumbai**

  
Chairperson

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**Annexure I****Faculty Survey: Key Findings (Internal Summary)****1. Sample & Context**

- 27 faculty members responded to the survey reviewing the proposed Online Degree LMS from a teaching and course management perspective.

**2. Ease of Use & Onboarding**

- Most faculty rated logging in and dashboard navigation as "Very Easy".
- Faculty tools (uploading, grading, communication) were described as clearly visible and intuitive, with only one "somewhat" response.

**3. Course Authoring & Resource Support**

- Convenience of uploading and organising course content was overwhelmingly rated "Excellent".
- Faculty unanimously agreed that the LMS supports varied content formats (videos, documents, OER links, assessments, etc.).

**4. Teaching, Interaction & Student Monitoring**

- Tools for student interaction (forums, announcements, messaging) were largely rated "Excellent", with a small minority rating them "Average".
- Most faculty indicated that the LMS provides sufficient features to monitor and assess student engagement and performance.

**5. Technical Performance & Reliability**

- System stability, loading speed, file uploads, and video playback were rated "Excellent" or "Good" by almost all respondents.
- Only a couple of faculty reported any technical issues, with no clear recurring pattern.

**6. Overall Satisfaction**

- Almost all respondents indicated they are "Very Satisfied" with the LMS as a teaching and course management tool.

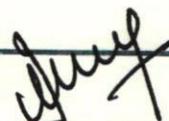
**7. Key Improvement Themes from Suggestions**

Faculty suggestions were forward-looking, focusing on:

- AI & Automation: AI-assisted quiz creation, summaries, and personalised learning paths.
- Rich Interactivity: more quizzes, polls, live Q&A, and interactive content within sessions.
- Analytics & Dashboards: clearer, data-driven views of progress and at-risk learners.
- Training & Enablement: regular workshops on LMS features and online pedagogy.
- Flexible Learning: better integration and use of recorded lectures.
- Collaboration: stronger support for group work and collaborative projects.

**8. Strategic Takeaways for Atlas**

- Faculty acceptance of the LMS is very strong; the platform is ready to support Online Degree delivery.
- The next phase should focus on AI-enabled, data-driven, and highly interactive learning experiences.
- Parallel investment in faculty training will be key to unlocking the full potential of the LMS and emerging tools.

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**Annexure II**  
**Student Survey: Key Findings (Internal Summary)**

1. Sample & Context

- 52 students responded to the demo-phase survey on the proposed LMS for the Online Degree Program.

2. Navigation & Ease of Use

- ~92% found it "Very Easy" to log in, use the dashboard and access modules; the rest marked "Easy".
- ~96% felt menus, buttons and icons were completely clear and intuitive.

3. Learning Content & Engagement

- Almost all students rated the quality of learning materials (videos, notes, assignments) as "Excellent".
- e-Tutorial videos were widely described as very engaging and easy to understand.

4. Functionality & Features

- Core features (dashboard, quizzes, submissions, progress tracking) were reported as functioning smoothly "always" or "most of the time".
- Most valued features include: progress tracking/completion dashboards, interactive quizzes, videos, and reminder/notification systems.

5. Accessibility & Technical Performance

- Over 90% rated the experience across devices (mobile, tablet, laptop) as "Excellent"; a few marked "Good" or "Average".
- ~96% reported no technical issues; only isolated cases of minor problems were noted.

6. Overall Satisfaction

- ~96% of students reported being "Very Satisfied" with the LMS; the remaining respondents were "Satisfied".
- No negative or neutral overall satisfaction responses were recorded.

7. Key Improvement Themes

Students' suggestions are forward-looking and focus on:

- AI-powered personalisation and smart recommendations based on performance and progress.
- More interactive elements (quick quizzes, polls, micro-assessments) and gamification (badges, points, leaderboards).
- Stronger mobile-first experience and additional short video/micro-learning content.
- UX enhancements such as dark mode/night mode for comfortable late-night study.

8. Strategic Takeaways for Atlas

- Student acceptance of the LMS is very strong across usability, content quality, features and technical performance.
- The LMS is a solid foundation; differentiation can come from AI-personalised learning, high interactivity and gamified, mobile-first experiences.
- These insights can directly inform the product roadmap and communication around the Online Degree LMS.

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Annexure III**Industry Expert Survey: Key Findings (Internal Summary)**

## 1. Sample &amp; Context

- 18 industry experts responded to the Google Form survey reviewing the proposed Online

Degree Program and LMS.

## 2. Overall LMS Impression

- 16 rated their overall LMS experience as "Excellent"; only 1 each marked "Good" or "Average".

- 17 of 18 felt the layout and navigation were completely intuitive and professionally designed.

## 3. Curriculum &amp; Industry Relevance

- 16 rated the curriculum as "Highly relevant" to current practices; 2 as "Moderately relevant".

- 15 felt practical, case-based, application-oriented elements are integrated "completely"; 3 said "to some extent".

## 4. Learning Experience &amp; Engagement

- 16 rated support for interactive/applied learning (simulations, projects, peer interaction) as "Excellent".

- 15 found e-tutorial videos "Very engaging"; 3 "Somewhat engaging".

## 5. Employability &amp; Skill Development

- 15 "Strongly agree" and 3 "Agree" that the program will enhance employability and industry readiness.

## 6. Tools &amp; Competencies to Add

Experts recommend deeper exposure to:

- AI / GenAI tools and integrations
- Data analytics & BI tools (Tableau, advanced Excel, Google Analytics, etc.)
- Cloud & DevOps platforms (e.g., Google Cloud) and hands-on labs
- Cybersecurity / ethical hacking, security audits, network security fundamentals
- Design & creative tools (Adobe XD, Blender, 3D modelling) and development ecosystem tools (GitHub).

## 7. Willingness to Recommend

- 14 are "Very likely" and 3 "Likely" to recommend the program/LMS; 1 is neutral; none are negative.

## 8. Major Themes from Open Feedback

- Integrate AI-driven, personalised learning paths and recommendations.
- Strengthen hands-on, project-based learning and real-time labs.
- Systematically embed industry tools across courses.
- Keep content updated for emerging areas: AI, DevOps, cybersecurity, cloud.
- Include explicit focus on data security, privacy and ethical technology use.

## 9. Strategic Takeaways for Atlas

- Green light to proceed: LMS and curriculum are viewed very positively and seen as employability-enhancing.
- Competitive differentiation can come from positioning the program as an "AI-ready, tool rich, applied online degree".

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