Quality Assurance Strategies and Processes

Directorate of Quality Assurance is committed to maintain and improve the quality of assessment in teaching, research and administration.

Some of the main objectives of DIQA are as follows:

- Augmentation of quality, both academic and administrative, through critical self-appraisal and standard external evaluation.
- To conduct peer reviews and consistent feedback from all the stakeholders, especially students, in order to stimulate academic environment of teaching-learning and research vis-à-vis globally set benchmarks.
- To extend the network of collaboration with the individuals and institutions of excellence nationally and internationally and foster the culture of quality research in cutting edge areas across the disciplines.
- To document and divulge quality and reliable information to its stake holders and policy making agencies for appropriate decision making and deployment of resources to improve institutional functioning.

Some salient features of DIQA's functioning are given below:

- It monitors and evaluates the teaching and learning process with the help of various committees and coordinators like Internal Assessment Coordinator, Examination Coordinator and Faculty Nodal Officer etc.
- It has appointed faculty Nodal Officer for each Department who take regular feedback from the students to ensure effective learning of all the courses. Along with this the Nodal Officer of DIQA also arranges for extra mural lectures and resolves the student's problems relating to subject, research project and other difficulties faced by the students.
- It also encourages the Departments/ faculties to invite guest speakers from other Institutions/ Industry to enrich the knowledge base of students through sharing of ideas and good practices. Every Faculty organizes special talks, lectures by inviting eminent personalities to the department as a provision by providing them honorarium out of DIQAU fund.
- DIQA has started Performance Based Appraisal System (PBAS). With the PBAS, the institute evaluates faculty members on their teaching and research performance. The institute has instituted Best Teacher Award given on the basis of student and peer feedback. The evaluation of student feedback helps the faculty member in improving upon the teaching pedagogy and also motivates the faculty members for doing better research work and publication. Beside this, student feedback on course content and subject taught along with the feedback on the faculty members is taken in every semester as a measure to have academic audit and thereby improving upon on all the functional areas.

Two practices of DIQA worth mentioning are:

1**. Student Feedback**

The IQAC has evolved a robust mechanism of evaluating the performance of teachers based on student feedback. Students are required to rate their teachers at the end of academic session. The students assess their teachers on some fixed parameters like delivery, ability to communicate properly, lecture preparation, attitude towards students etc through a procedure which is strictly confidential. The feedback is taken from students whose class attendance is not less than 75% and the results are shared with the teacher at the end of each academic year. This gives teachers an opportunity of introspection. A consistently poor performance in student feedback calls for measures such as extension of probation period for the newly appointed teachers. DIQA is in the process of improving the mechanism further.

2. **Review of teaching learning process, structures & methodologies of operations and learning outcomes.**

Reviewing of teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC is a regular feature of the University. Two such examples are as follows:

Example1. The University has undertaken a critical review of the admission trends over the years both gender wise and district wise to have an assessment of course preferences and subject inclinations. This analysis is also used as a rationale for introduction of courses in various satellite campuses. This review enables the University to introduce new courses as per the trends witnessed in different regions of the valley.

These trends showed that in Southern Kashmir region, Education and MCA are most preferred courses while MBA, though offered in the South Campus of the University is not necessarily so preferred a course in this region. Similarly, in the northern Kashmir region MCA and English are the most preferred courses while MBA, though offered in the North Campus, is not necessarily so preferred a course in this region. The analysis has taught us that:

- *The intake policy needs to be revisited to ensure that student residing in a particular region is able to undertake a course offered there rather than elsewhere.*

- *North campus can be potentially developed into a technical campus.*
- *PG courses which can be introduced in south Campus include M.A English and M.A History. The campus already has M.A English Course.*
- *Courses offered by campuses should be based on trends and can be changed accordingly.*

- *A comprehensive entrepreneurship policy needs to be developed for all the campuses.*

These trends have been discussed with the State Government to help better policy planning.

Example 2: DIQA initiated a critical review of the research footprint of different departments in standard international databases, especially Web of Science, Scopus and ICI (Indian Citation Index). In this direction an analysis was carried out by an independent agency which identified the top departments and researchers among the faculty of the university based on number of publications in journals and publishing houses of international repute.

3. Post Accreditation Quality Initiatives

Some of the quality enhancement initiatives in the academic and administrative domains successfully initiated in the last 5 years are as follows:

Year	Previous Cycle of Accreditation	Post accreditation Quality Initiatives
2013	Prior to the present cycle of accreditation, Student Feedback Mechanism was not taken on a regular basis and was not taken into account to assess the performance of teachers.	I. Started a regular and robust Student Feedback Mechanism II. DIQA ensured timely submission of complete information on all parameters under All India Survey for Higher Education (AISHE) to MHRD, New Delhi.
2014	Prior to 2014 there was no Choice Based Credit System in place.	I. Designed and adopted Choice Based Credit System for all teaching programmes in the University in collaboration with the Academic Section. II. DIQA ensured timely submission of complete information on all parameters under All India Survey for Higher Education (AISHE) to MHRD, New Delhi.
2015		I. Carried out a critical review of the admission trends over the years both gender wise and district wise to have an assessment of course preferences and subject inclinations. II. Applied for NIRF. III. DIQA ensured timely submission of complete information on all parameters under All India Survey for Higher Education (AISHE) to MHRD, New Delhi.

2016		I. Initiated a critical review of the research footprint of different departments in standard international databases carried out by recognised and reputed external agencies. II. Applied for NIRF and was placed at 73 III. Prepared Modalities in accordance with the 4th Amendment to UGC Regulations, 2010. IV. Organised workshops on various academic issues like CBSE, UGC Amendments, etc. V. Took initiatives for greater participation of Satellite Campuses of the University through visits, taking feedback from students and faculty, and making recommendations for academic and administrative reforms. VI. DIQA ensured timely submission of complete information on all parameters under All India Survey for Higher Education (AISHE) to MHRD, New Delhi.
2017		I. Introduced on-line application system of forms for various teaching positions, developed a software for API calculation in collaboration with Department of IT and SS. II. Applied for NIRF and was placed at 47, a substantial achievement keeping in view the preceding year's ranking. III. DIQA ensured timely submission of complete information on all parameters under All India Survey for Higher Education (AISHE) to MHRD, New Delhi.