

Case study

on

The Institutional Governance Practices: Teacher-Led Transformation by Ensuring Autonomy and Empowerment through Inclusive Decision Making

I- Sub Speciality Groups of the Department: Teacher-Led Transformation by Ensuring Autonomy and Empowerment through Inclusive Decision Making

The decision-making process within academic departments follows a well-defined pathway by involving all junior and senior faculty members of common domains in a department. This group is termed as 'Sub-Specialty Group' of a department, which operates at the departmental level focusing on specific specialized areas within the university's academic framework. This group deliberates on matters pertinent to their specialized fields and makes informed decisions that impact their respective departments.

II- Objectives of formation of Sub speciality Group

The formation of sub-specialty groups within a department, consisting of both senior and junior teachers with common disciplines, offers various benefits to assure the quality of teaching, learning, assessment, curriculum design, and research work. The groups are ideated in university with following objectives

1. Peer Mentorship:

Sub-specialty groups provide a platform for experienced senior teachers to mentor and guide junior faculty members. This mentorship can be invaluable for professional development and can ensure continuity in the transfer of knowledge and teaching methodologies.

2. Collaborative Teaching and Learning:

Faculty members within a sub-specialty group can collaborate on teaching methods, share resources, and exchange best practices. This collaborative approach can lead to a more cohesive and effective teaching and learning environment within the department.

3. Standardized Assessment Practices:

Sub-specialty groups can work together to develop and standardize assessment methods and grading criteria. This ensures consistency in evaluating student performance and helps maintain high academic standards across courses within the same discipline.

4. Curriculum Alignment:

Teachers within sub-specialty groups can collaborate to align curricula, ensuring that courses within the same discipline complement each other. This coordination helps create a coherent and logical progression of topics for students studying in that specific discipline.



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5. Research Collaboration:

The collaboration within sub-specialty groups can extend to research activities. Teachers with common research interests can pool resources, share data, and collaborate on research projects. This enhances the quality and impact of research produced by the department.

6. Effective Project Supervision:

In disciplines that involve project work, sub-specialty groups can facilitate effective supervision. Teachers with expertise in specific areas can guide and mentor students on projects related to their sub-disciplines, ensuring high-quality project outcomes.

7. Professional Development Opportunities:

Sub-specialty groups can organize workshops, seminars, and training sessions specific to their disciplines. This provides both senior and junior faculty members with ongoing opportunities for professional development, keeping them updated on the latest advancements in their fields.

8. Feedback and Continuous Improvement:

Teachers within sub-specialty groups can provide constructive feedback to each other on teaching methods, course content, and assessment strategies. Besides this, the feedback of all stakeholders promotes continuous improvement and enhances the overall quality of teaching within the department.

9. Efficient Resource Utilization:

Sub-specialty groups allow for the efficient use of departmental resources. Faculty members can share teaching materials, instructional technology, and other resources, reducing duplication of efforts and promoting resource sustainability.

In conclusion, sub-specialty groups play a crucial role in assuring the quality of teaching, learning, assessment, curriculum design, and research work within a department. They facilitate collaboration, mentorship, and continuous improvement, ultimately contributing to the overall excellence of the academic programs offered by the department.

III- The Practices and Ensuring Governance

Bottom Up Approach in Decision Making

Level 0: Following this initial stage, the decisions formulated by the Sub-Specialty Group undergo a systematic progression through various tiers of governance within the university structure.

Level 1: These decisions are then transmitted to the Board of Studies, a body likely responsible for overseeing the academic standards, curriculum, and program offerings. The Board of Studies evaluates and potentially refines these decisions to ensure they align with the university's academic objectives and standards.

Level 2: After scrutiny by the Board of Studies, the decisions ascend further to the Academic Council, which serves as a higher authority responsible for formulating and implementing academic policies. This council assesses the decisions made by the Sub-Specialty Group and the Board of Studies, ensuring they are consistent with the broader academic goals and ethos of the university.

Level 4: Subsequently, the decisions that have passed through these layers of review and consideration then progress to the Board of Management, a governing body responsible for the strategic direction and overall management of the university. Here, the decisions are further evaluated in the context of the university's mission, vision, and operational requirements.

Ultimately, the final confirmation and direction regarding these decisions lie with the Dean of Academics. As the head of academic affairs, the Dean ensures that the decisions taken at the departmental level and vetted through the various governing bodies are in line with the university's academic standards, objectives, and long-term vision.

This hierarchical and comprehensive decision-making process ensures that decisions made at the department level are thoroughly reviewed, refined, and aligned with the overarching goals of Quantum University. It enables coherence, consistency, and the preservation of academic quality across the institution.

IV- Business Functions of Sub Speciality Group at the Department Level

- a Enhancing the Quality of Question Banks (*Basis of University Assessment System*) and adherence of Blooms Level as decided in the Course Outcomes.
- b Improving Quality of Assignments and A2 Assignment (Field work/ Mini Project/ Flip Classes) of certain Courses in the Domain.
- c Deciding the topics Projects and Progress of The Student's Projects
- d Monitoring and enhancing educational materials for better learning outcomes.
- e Quality checking of course files for accuracy and relevance of content.
- f Organising FDPs/Seminars/ Research etc in certain field
- g Discussion and Analysis on Stake holder Feedbacks and identifying the possible actions
- h Discussion on CO-PO Outcome calculation and identifying the action taken on the same
- i Discussion and finalisation of Curriculum of the courses of specific domain.
- j Discuss and plan Participative/Experiential and Problem Solving Strategies in a specific domain
- k Plan of Departmental co-curricular activities

V- Governance Function Achieved through Sub Specialty Group Formation

Following key points for effective governance with an emphasis on achieving autonomy in the university system, considering the described hierarchy:

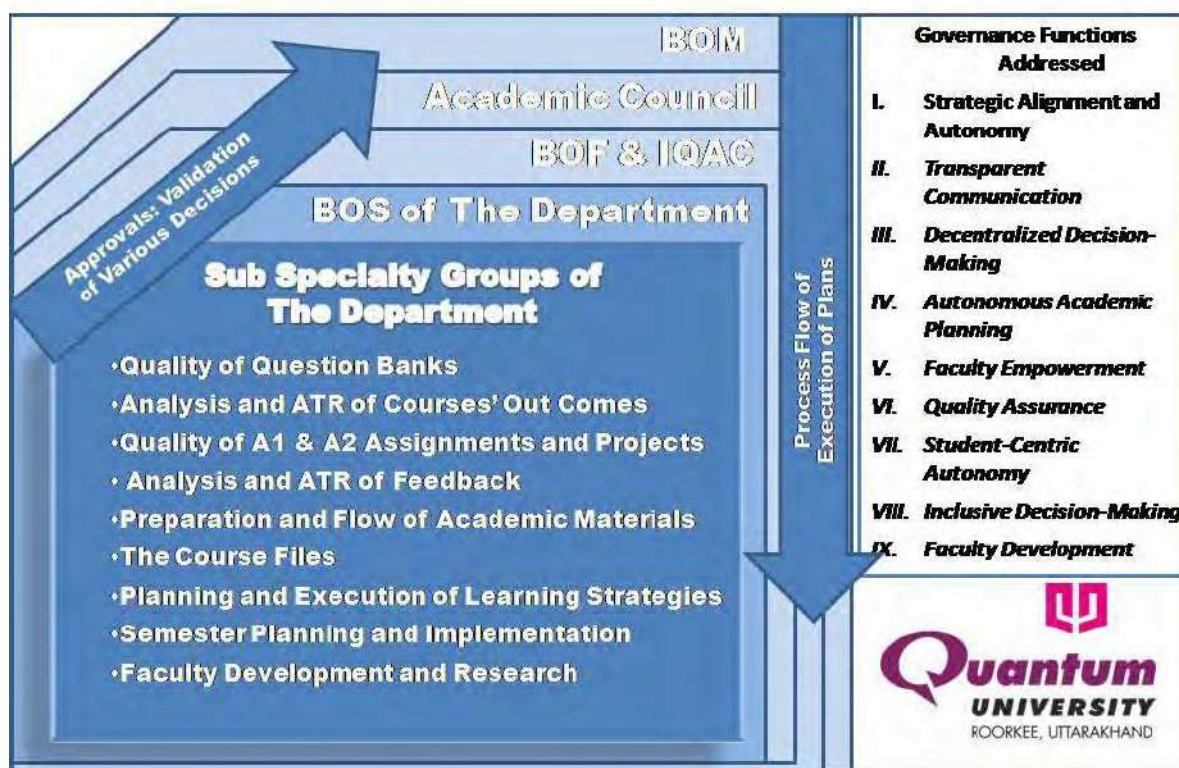
1. Strategic Alignment and Autonomy:

- a Achieving a strategic alignment of departmental and faculty goals with the overarching university objectives.
- b Providing autonomy to departments and faculties in developing strategies that align with their specific missions and strengths.



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Figure: Role of Sub Specialty Groups of Department



2. Transparent Communication:

- Establishing transparent communication channels between the Board of Management, Academic Council, Board of Faculty, and Board of Studies
- Promoting open dialogue to ensure that decisions made at higher levels are communicated effectively to lower levels, and vice versa.

3. Decentralized Decision-Making:

- Delegating decision-making authority to lower levels, allowing departments and faculty boards to make decisions related to their areas of expertise.
- Define the scope of autonomy and decision-making powers at each level to avoid conflicts.

4. Autonomous Academic Planning:

- Granting autonomy to departments and specialty groups to design and implement academic plans that cater to the specific needs of their disciplines.
- Encouraging innovative teaching methods and curriculum development within the bounds of quality standards.

5. Faculty Empowerment:



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- a Empowering all junior and senior faculty members to contribute to the decision-making processes of the Board of Faculty and Board of Studies
- b Recognizing and reward faculty initiatives that contribute to the advancement of academic excellence.

6. Resource Allocation Autonomy:

- a Providing departments with a degree of autonomy in resource allocation, allowing them to prioritize and manage their budgets.
- b Ensure transparency in financial processes to maintain accountability.

7. Quality Assurance and Accreditation:

- a Establishing internal quality assurance mechanisms within departments and specialty groups.
- b Encouraging autonomy in pursuing accreditation for specific programs, ensuring that academic standards are met.

8. Adaptive Policies and Procedures:

- a Developing policies and procedures that allow for adaptability at the departmental and faculty levels.
- b Creating mechanisms for departments to propose changes to policies that may hinder their ability to achieve specific objectives.

9. Student-Centric Autonomy:

- a Empowering departments and specialty groups to address the unique needs of students within their disciplines.
- b Encouraging the development of programs and services that enhance the overall student experience.

10. Inclusive Decision-Making:

- a Including faculty, students, and relevant stakeholders in decision-making processes.
- b Creating a culture of collaboration and inclusivity to ensure that diverse perspectives are considered.

11. Community and Industry Collaboration Autonomy:

- a Providing autonomy to departments to establish collaborations with industry partners and the local community.
- b Encouraging initiatives that connect academic programs with real-world applications.

12. Continuous Evaluation and Feedback Autonomy:

- a Enabling departments and faculty boards to conduct regular evaluations of their programs and initiatives.
- b Establishing feedback loops that allow for continuous improvement based on assessments and stakeholder input.

13. Autonomous Research Initiatives:

- a Granting autonomy to faculty and research centers to pursue research initiatives aligned with their expertise and interests.
- b Encouraging interdisciplinary research collaborations that leverage the strengths of various departments.

By incorporating these key points, the university is doing efforts to establish a governance framework that not only achieves autonomy but also ensures a collaborative and cohesive approach to achieving common goals. The balance between autonomy and coordination is crucial for creating a dynamic and responsive educational institution. ring a collaborative and dynamic environment.

VI- Evidences and Exemplars

DEPARTMENTAL PLANNING

- Sub Speciality Group MOM- Page No 7-9
- CO-PO ATR- Page No 10-15
- Feedback ATR- Page No 16-20

Minutes of Meeting

Date: 19-10-2022





A meeting of super specialty group -Paramedical Sciences (Medical Lab Technology) was held on 19-10-2022 (Wednesday) at 3:30PM in the Principle Office of QSHS.

The meeting was chaired by Dr. Santosh kumar Verma and the following members attended the meeting.

1. Ms. Deeksha Thakur
2. Mr. Deepak Kumar Sharma
3. Ms. Diksha Chandel

Following are the points that were discussed during the meeting:

- 1) Final checking of Mid Sem question papers was done.
- 2) Final report of Assignment 1 and Assignment 2 was evaluated.
- 3) Formation of question papers was also discussed.

1. Dr. Santosh kumar Verma	
2. Ms. Deeksha Thakur	
3. Mr. Deepak Kumar Sharma	
4. Ms. Diksha Chandel	



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Minutes of Meeting

Date: 19th Oct, 2022

A meeting of Super Speciality group – Dept. of Pharmacy was held on 19.10.2022 (Wednesday) at 03.00 PM in the Principal office of QSHS.

The meeting was chaired by Prof. (Dr.) Santosh kumar Verma and the following members attended the meeting: -

1. Prof. (Dr.) Himanshu Chaurasia
2. Ms. Anjali Dixit
3. Ms. Pooja Singh
4. Ms. Mudita Mishra
5. Ms. Shailly Tyagi
6. Mr. Vaibhav Rathi
7. Ms. Minakshi Tyagi
8. Mr. Anurag Chaurasia
9. Ms. Priyanka Bhardwaj

Following are the points that were discussed during the meeting:

1. Final checking of Mid Sem question papers was done.
2. Final report of Assignment 1 was evaluated.
3. Formation of question papers was also discussed

The Meeting concluded with the thanks to the chair.

Name

Sign.

Prof. (Dr.) Santosh kumar Verma

Prof. (Dr.) Himanshu Chaurasia

Ms. Anjali Dixit

Ms. Pooja Singh

Ms. Mudita Mishra

Ms. Shailly Tyagi

Mr. Vaibhav Rathi

Ms. Minakshi Tyagi

Mr. Anurag Chaurasia

Ms. Priyanka Bhardwaj



Anjali Dixit

Pooja Singh
Mudita Mishra

Shailly Tyagi
Vaibhav Rathi

Minakshi Tyagi
Anurag Chaurasia

Priyanka Bhardwaj



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Minutes of Meeting

Date: 19-10-2022

A meeting of super specialty group –Applied Medical Sciences (Nutrition & Dietetics) was held on 19:10:2022(Wednesday) at 02:30 PM in the Principal Office of QSHS.

The meeting was chaired by Dr Santosh Verma and the following members attended the meeting:-

1. Dr Himanshu Chourasia
2. Saloni Arora
3. Nikita Tyagi
4. Sneha Sarkar
5. Niharika Vardhan
6. Dr. Shatakshi
7. Megha Monga
8. Ishita Singh
9. Mrs Meenakshi Tyagi

Following are the points that were discussed during the meeting:

- 1) Final checking of Mid Sem question papers was done.
- 2) Final report of Assignment 1 and Assignment 2 was evaluated.
- 3) Formation of question papers was also discussed.

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|--|---|
| <ol style="list-style-type: none">1. Dr Santosh Verma2. Dr Himanshu Chourasia3. Saloni Arora4. Nikita Tyagi5. Sneha Sarkar6. Niharika Vardhan7. Dr. Shatakshi8. Megha Monga9. Ishita Singh10. Mrs Meenakshi Tyagi |  <p>Saloni
Tyagi
Sneha
Niharika
Shatakshi
Megha
Ishita
Mrs Meenakshi Tyagi</p> |
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Analysis and the T-L Strategies Planned On the Basis of CO-PO Attainment

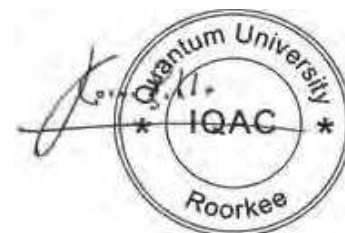
for
Bachelor of Science (Hons) in Agriculture
(Four Years UG Program)
on
the basis of
CO-PO-PSO Attainments
for the Batches 2018-22, 2019-23 and Partial Datasets of 2020-
24 (6/8), 2021-25 (4/8) and 2022-26(2/8)



(Approved in 9th Meeting of BOM on 6th Oct'2023 vide Agenda 9.4.7.2)

Presented by
Internal Quality Assurance Cell
Quantum University, Roorkee

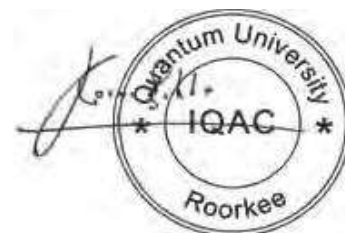

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Strategies for T-L Process for 2023-24

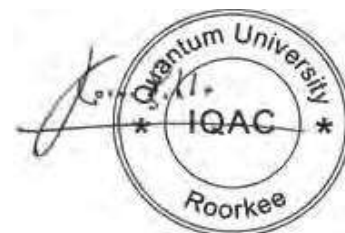
S. NO	Program Outcome	Detail	Action Taken Report based on PO Attainment and incorporation in the curriculum 2023-24
PO-01	Agricultural knowledge	Imparting the knowledge of agriculture and allied sciences related subjects in the current scenario of Agriculture.	The regional issues, National issues and global issues in agriculture faced by farmers is introduced in the curriculum of B.Sc. (Hons) Agriculture
PO-02	Problem analysis	Develop the skills to manage agricultural farms, improve quality of farm produces and their commercial utilization.	The experiential learning methods will be adopted in the form of Mini Project to develop agricultural and entrepreneur skills among the student and to identify the complex problems in agriculture and their solution.
PO-03	Development of Solutions	Design solutions for complex problems of the farming system with due consideration of public health and environmental safety.	We have signed the MOUs with various Demonstration cum Production Centre for training students and students are motivated to take part in various activities designed to find the solutions for complex problems of the farming system with due consideration of public health and environmental safety.
PO-04	Conduct surveys and investigations	Explore knowledge and methods to synthesize and interpret available information to make viable conclusions.	Different types of village surveys were introduced in the courses to identify the problems faced by the farmers in their Socio-Economic life and their solutions


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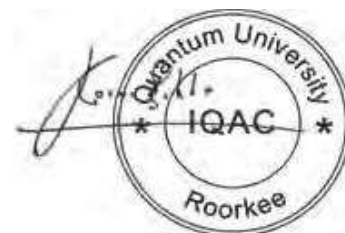
PO-05	Modern tool usage	Select, and apply appropriate techniques, resources, and modern agriculture technologies and tools for agricultural activities with an understanding of the limitations.	Adequate coverage has been provided in respect of new technologies such as biotechnology, information technology, bioinformatics, GIS, remote sensing, precision agriculture, hi-tech cultivation, secondary agriculture, conservation agriculture, organic farming, international agriculture, processing and value addition, agribusiness management, and communication skills in developing the course curriculum for the session 2023-2024
PO-06	Society Role	Apply reasoning to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional practices in agriculture.	In delivering the curricula, the concerned courses may discuss major initiatives of the Government of India, such as the National Food Security Mission, Rashtriya Krishi Vikas Yojana, MGNREGA, Jan Dhan Yojana, Make-in-India, Krishi Sinchai Yojana, Digital India, Skill India, Start-up India, etc.


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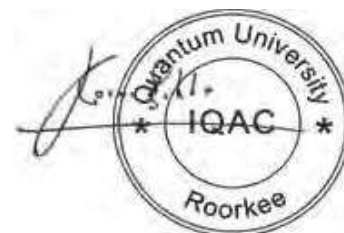
PO-07	Environment and sustainability	Understand the impact of the professional scientific solutions on societal and environmental issues, and impart knowledge and need for sustainable development.	<p>University has introduced the courses on UNDP and IKS from the session 2022-2023 to all the program to develop a sense of responsibility towards societal needs for attaining inclusive and sustainable development goals.</p> <p>Students will be encouraged to organize awareness camp on organic farming, Natural farming to develop the sense of environment and sustainability among the society</p>
PO-08	Ethics	Apply ethical principles and commit to professional ethics and responsibilities and norms of the agricultural practices.	The VAC courses will be offered to the students to attain strong academic integrity, professional code of conduct, ethics of experimental research and scientific writings, contemplation of the impact of research findings on conventional issues. The courses of Indian Knowledge system were introduced from the session 2022-2023 to develop a sense of responsibility towards societal needs for attaining inclusive and sustainable development goals.
PO-09	Individual and Team work	Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	More emphasis has been given to the inter-disciplinary projects to develop the diversity among the students and blending the technology with agriculture


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PO-10	Communication	Communicate effectively through concise documents on complex agricultural problems and challenges in Agriculture.	Utilizing various communication channels, and adapting counseling approaches to effectively address nutritional needs and promote healthy habits for diverse audiences
PO-11	Project Management and Finance	Impart knowledge and understand all related methods in agriculture to apply it in one's work individually or in a team to manage projects and increase the profit from crop fields and livestock.	Tieups are being initiated with microfinance agencies and planning to give exposure to the students in the form of projects related to crop insurance, Govt. finance schemes, Agriculture loan etc.
PO-12	Life-long learning	Recognize the need for, and have the preparation and ability to engage independently in life-long learning in the broadest context of agricultural and technological changes.	The base of agricultural education will be broadened, while sustaining the core excellence in the scientific component. In this context, the following considerations were kept in mind: (i) deprivation of rural people, especially poor farmers, has increased and their problems are much more complex, (ii) a holistic approach underpinning multi- and interdisciplinary aspects is needed, (iii) in the globalized world, effective National/International collaboration will enhance capacities of universities (iv) The Massive Open Online Courses (MOOC) are the recent disruptive innovations that can


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			enable a small group of teachers/mentors to offer learning services to many people in the duration of a single course.
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Action Taken Report on Feedback of Stakeholders

Session (2022-23)

**Program Name: Bachelor of Science in Nutrition & Dietetics
(B. Sc N&D)**




Department of Applied Medical Sciences
Quantum School of Health Sciences
Quantum University, Roorkee



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Action Taken Report of the Department

(On the basis of the suggestions made by the IQAC and Sub Specialty Groups of the Departments on the Feedback of all stakeholder)

Action Taken Report		
Department Name: Department of Applied Medical Sciences		
Bachelor of Science in Nutrition & Dietetics (B. Sc N&D)		
Feedback Session: 2022-23		
Curriculum Design		
Code	Recommendation by Sub Specialty Groups of the Department	Action taken in syllabus designed for 2023-26
---	R-1: The Bachelor of Science in Nutrition & Dietetics (B. Sc N&D) program is now updated into 4years Honors / Honors with Research Program and significant progress has been made in various aspects of the implementation. The steps taken aim to provide students with a more enriching and specialized academic experience in the field of Nutrition and Dietetics.	The objective of this conversion is to enhance the educational experience of the students as per NEP to provide them with specialized knowledge and skills, and align the program with the best practices in the field of Nutrition and Dietetics.
--	R-1: As per the expert committee members new courses should be introduced in the form of Discipline Specific Electives in Sem III, IV and VII.  Registrar Quantum University	New Courses introduced are Sem III Nutrition Epidemiology Entrepreneurship Management SEM IV Yoga- Diet & Nutrition SEM VII Food Toxicology Food Biotechnology Food Analysis Food Anthropology

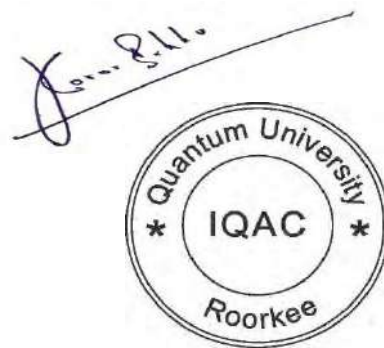
---	R-1: As per the Expert Committee members some new courses should be introduced in the form of Discipline Specific Courses in 7 th and 8 th sem	New Courses introduced are: - Nutritional Pharmacology, Ayurveda & Nutrition and Food Chemistry
---	R-4: To increase the practical exposure in the students from research projects and internships has to be introduced.	Community Service, Summer Internship I, Summer Internship II, Project, Hospital Internship, Research Project has been added in different semesters.
ND31103	R-1: Some modifications in the "Biochemistry" course syllabus involve incorporating essential topics for a comprehensive foundation in the subject. The course need to be renamed as "Basics in Biochemistry" to reflect its focus. Changes include adding crucial topics, removing redundant content, aligning with current trends, and providing faculty training. Requesting approval for these improvements to enhance students' educational experience.	The Biochemistry syllabus has been entirely remodified to meet the necessary requirements and offer students a comprehensive understanding of the subject. Additionally, the course title has been changed to reflect this focus.
ND33203	R-1: As per the experts the Food Microbiology I & II part should be merged together into one subject making more focus in Food microbiology only.	Food Microbiology subject has been merged with changes in units focusing on mainly Food microbiology.
ND36302	R-1: Food Service Management I & II subject also need to be merged into one subject as in 2 parts the subject is not fulfilling the actually requirement of the course.	Course Food Service management is merged into 1 subject only.
--	R-1: As per NEP policy the category of courses needed to be changed and new course codes has to be provided.	Changes were implemented.


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Other Teaching Learning Aspects		
Overall Teaching Learning Process	<p>R-2: Extensive use of practical learning and Incorporation of Case Studies are required for practical exposure to the students.</p> <p>R-2: Pace of teaching to be maintained for ease of students</p> <p>R-2: Learning material and hand notes should be provided to students for better understanding of concepts.</p> <p>R-2: Students should to be encouraged to join e- learning platforms like MOOC courses for knowledge upgradation</p>	<p>Practical learning of food service management is given and case studies are discussed and implemented in advanced dietetics.</p> <p>Regular syllabus coverage review has been done to check syllabus completion status in classes</p> <p>Notes are being uploaded on QLRC platform</p> <p>Students are encouraged to join MOOC courses</p>
Peer Group Learning	R-8: Fast learner students are involved in ppt presentations for better learning by slow learners. Extra lectures to be incorporated	<p>Flip class, mini projects incorporated.</p> <p>Remedial classes for slow learners are implemented.</p>
IT Enabled Literacy	R-6: Students should be involved in advanced IT based learning	Diet calculations through various nutrition apps incorporated.
Communication Skills	R-8: Students should be incorporated in interactive sessions with common public and patients for enhancing their communication skills.	Incorporated in flip classes, mini projects, awareness camps, diet counseling sessions supervised by teachers
Training for Placements	<p>R-4: For inter disciplinary learning New Value Added Courses need to be added, preparation for Competitive examination related to health care sectors to be incorporated.</p>  <p>Registrar Quantum University</p>	<p>New VACs related to overall knowledge of Uttarakhand cuisine are introduced, Duties of mentors to educate about Interdisciplinary VACs</p> <p>Hospital and food industry visits are incorporated.</p> <p>More collaboration with inhouse faculties implemented for competitive examination.</p>

Orientation	R-5: Orientation program for new students to be conducted at departmental level	Implemented
Evaluation System	R-3: Continuous evaluation of students helps to increase their skills and understanding of the subject	Regular tutorial is being conducted and evaluated sheets are shared with students for improving their understanding.
Extra Curriculum activities	R-7: Workshop on gender sensitization should be conducted Students should be encouraged to participate in games and cultural activities	Implemented

Deepak Singhal
Faculty -Incharge,
University Feedback System



Karan Babbar
Coordinator, IQAC