

CRITERION VII: INNOVATIVE PRACTICES

7.1. INTERNAL QUALITY ASSURANCE SYSTEM (IQAC)

7.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established Internal Quality Assurance Cell (IQAC). Which is as follows:-

Year of establishment – 2013-14

IQAC cell member:-

- Dr. Chaman Kumar
- Dr. Vijay Orakash Yadav
- Mr. Rajender Kumar Gupta
- Mr. Krishan Kumar

Major Activities Undertaken:

IQAC cell of the institution checks the internal quality in the institution and plays a very important role for an enhancing its efficiency, effectiveness, productivity and quality of the institution.. The IQAC cell has adopted certain practices to maintain quality in the process of institutional programmes.

They are stated as follows:-

Each programmes of the institution are planned and executed in such a manner that each programme is a success. The comments, observations and suggestions of the

Criterion VII: Innovative Practices

faculty, parents and feed back of the students and of the Alumni's treat as suggestions for remedial programmes.

This cell checks all the facilities provided by the institution. Whether it is working properly or not. It may be setting plans, HAE, Networking in ICT Lab, water facility. Cleanliness, teaching schedules changes of required.

Through IQAC cell the member of IQAC checks whether the following committee:

- Discipline committee
- Academic progress committee
- Syllabus committee
- Students assessment
- Maintenance of upkeepment of the campus.
- Solving the pending grievances (if any) how ever no major grievances have been recorded so far.
- Time to time monitoring is done.

After the completion of each and every programme and activity the review meetings are held to assess the strengths and weakness of the programme and try to improve it further.

In the review meetings, critical points, constructive suggestions and observation are received from the faculty and members of the IQAC cell and some are incorporated for the improvement of the quality of programme especially related to the curricular programmes, Administrative programmes, Budgeting and over all development of the college.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution has a mechanism to evaluate the achievement, goals and objectives. At the beginning of the session, Institution plan for whole of the session Academic calendar is formed and displayed on the notice board. Different committee like:

- Sports Committee
- Cultural Committee
- Teaching Practice Committee
- Grievances Committee
- IQAC Committee
- Administrative Committee
- Co-curricular and Extension Committee
- House Committee
- Library Committee
- Feedback Committee
- Staff Counselling

Are formed to run the institution firmly or properly. IQAC cell is there to check the internal Quality of the institution. Institution has also development to evaluate the achievement of goals and objectives.

This mechanism functions through decentralization of power and shared responsibilities. All the programmes of the institution are executed in team spirit. Each and every member of institution is concern with the development of the institution. And each member are the faculty is assigned specific jobs to be accomplished in the

Criterion VII: Innovative Practices

specific given time by the head of institution. The progress report is received either individually or in the meetings. Feedback, necessary help and co-operation guidance is provided by the Principal and other senior members of the staff regarding evaluation of specific goals and objectives of the institution in the following ways:

- Analysis of Examination results.
- Suggestions from Alumni's
- Grievances from the students, visitor and from the parents.
- Academic calendar with the start and end dates.

7.1.3 How does the institution ensure the quality of its academic programmes?

The institution has developed the following mechanism for the quality assurance of its academic programmes:

- The division of the syllabus in different months is planned at the beginning of session.
- Celebration of important days and examination schedule is discussed and displayed on the notice board.
- The emphasis is laid down to revise and update teaching methodology in accordance with the changing needs of society, industry and knowledge explosion.
- The institution is promoting interdisciplinary research to enhance the quality research.

Criterion VII: Innovative Practices

- Teaching through PowerPoint, better access to internet has enabled faculty members to provide more of real time and challenging assignment to the students.
- The institution motivates the faculty members and students for higher studies and use of equipments properly and to organize seminars, work shop and exhibition.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration and financial management processes in the following ways:

- Institution does the admission through M.D.U counseling and transparency is their in all matters concerned with staff and students.
- Administrative department maintains documentation for all major activities.
- Various committee are formed to run the institution properly.
- C.A/ financial experts appoint look after all financial matters.
- Budgeting is done at the beginning of the session.

Criterion VII: Innovative Practices

- Management the institution is very much concern with the progress of the institution and participate in day to day activities.
- To ensure quality of the faculty, qualification and demonstration method is used to recruit the faculty and no other influences are entertained by institution. The criterion for appointment of faculty is as per university norms i.e. Latest M.A., M.Ed. with 55% marks NET, Ph.D., desirable Publications, Experience is taken into consideration. In this way the objectivity is maintained out side influences are minimized.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The institution identifies and makes different committees and share good practices and views in the form of feedback from time to time. The students give their feedback in the mid of session and at the end of the session for houses are made each house is responsible for their activities and workouts. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and mean for the betterment of the institution in the meeting in which the management, Principal of the institution

and staff representative interacts and gives their views regarding best practices.

7.2 INCLUSIVE PRACTICES

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum in following ways:

- Through discussions on issues of inclusion.
- Through extension lectures.
- Giving examples of distinguished persons with disabilities and their contribution to the society.
- Through research journals.
- Through orientation on different disabilities.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

There are following provisions in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning:

Criterion VII: Innovative Practices

- The knowledge regarding various disabilities, gender differences and their impact on learning is imparted to the students while teaching the following subjects :
- Learner, Learning & Cognition
 - Education of Exceptional Children
 - Secondary Education and School Management
 - Educational and Vocational Guidance
 - Inclusive education (as compulsory paper)

Various discussions are organized for the teachers and for the students also provide different types of disabilities, identifications causes and prevention. Institution plans how to help the children with disabilities in class-room and at home. Gender difference and there impact on learning.

Institution holds seminars, extension lecturer, organizes debates, discussion, declamation contacts, speech, symposia etc.

Institution always encourages the students for higher studies and time to time guidance is give to them.

Institution organized mock interviews and campus interviews for the betterment of the student's future.

A project work is done with the B.Ed students they are encouraged to collect information about the children with disability in their own locality and their rights to education.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are detailed as under:

- Staff and students are extensively involved in most of these activities by spending money also.**
- For enhancing the capacity of the students to learn their active engagement in learning and self motivation through assignments, projects, discussions, practice teaching and peer teaching is ensured.**
- Holding seminars and programme like skill-in-teaching.**
- Organizing cultural activities and community services by the student teachers.**
- The faculty members encouraged the pupil teachers to participate in various extension as well as campus activities.**

Criterion VII: Innovative Practices

- The faculty members encouraged the pupil teacher for educating the children of laborer working in nearby villagers.
- Encourage students to participate in social activities like Blood donation camps, Tree plantation, pulse polio abhiyan, rallies are conducted in the nearby areas on the various topic like educate the girl child/save the girl child, cleanliness, save environment etc.
- Extension activities like health and hygiene campaigns for the neighbouring villages are regularly arranged.
- Whenever there is free period there is a provision of another arrangement, or students go to library for self-study.
- Developing core competencies in prospective teachers through curriculum activities and skill-in-teaching.

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through

Criterion VII: Innovative Practices

several subjects included in the curriculum like Psychology of Teaching and Learning, Education of Exceptional Children and Educational, Vocational Guidance and inclusive education. The institution also organizes special lecture and educative programmes on disabilities for student teachers. Further, the institution sensitize students on the issues of disability and right to education for all children through discussions, audio-visual aids, giving information and examples of distinguished with disabilities.

Feedback and personal data is taken from the student. Two house examination are conducted through which faculty and subject teacher came to know about the low achievers and about weakness and strength of the students and most of the students in B.Ed are from such a background and are not able to communicate their ideas in English language. For such types of students, Institution Organization remedial classes in “English communication skills”

Personality development classes are organized for overall development of students.

Organization arranges the programme related to ICT to impart new technology education.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution address to the special needs of the physically challenged and differently-able students enrolled in the institution in following manner:

- **Regular parental counseling.**
- **Referral services for medical treatment, if needed.**
- **Development of daily living skills in the students so that they become independent in their daily lives and social aspects of their lives.**
- **Provision of resource room for physically challenged students and differently able to student.**
- **For Physically Student and differently able student additional books and materials are issued on long term basis.**
- **M.D.U provide scholarship for physically handicapped children.**
- **As our college is in the ground floor and class-room have also equal ground level so they are able to reach in the class comfortably.**
- **Our college and students treats the physically different students equal as the normal students.**

Criterion VII: Innovative Practices

Institution encourage them to participate in different activities like cultural, seminars, workshop and sports as well as like indoor games chess, carom etc.

- Remedial classes are organized as per their needs.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

In view of very sensitive gender related issues the institution has created a women cell comprising of two female faculty members and three female students duly elected by the students. In case of any complaint regarding any gender complaint the women cell discuss the case with higher college authority and tries to close the case immediately.

College has also provided the separate common room for boys and girls and separate toilets also.

7.3 SHARE HOLDER RELATIONSHIP

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance whether it is academic or administrative to the stakeholders in the following ways:

Criterion VII: Innovative Practices

- In the beginning of the session, the institution prepared academic calendar mentioning the schedule and all the activities, like syllabus house examination, educational excursion and celebration of important days, sports events etc. This academic chart is discussed with the stakeholder for the approval. The stakeholder meeting regarding the progress of the institution is held once in every month.
- The institution has created various committees like
Administrative
- Academic
- Alumni
- Teaching practice
- Grievances etc

These committees also discuss their various requirements and the feed back, the progress report of the all above committee is provided to the stakeholder for their approval.

7.3.2 How does the institution share and use the information/ data on success and failures of various processes, satisfaction and dissatisfaction of students and Stakeholders for bringing qualitative improvement?

The Institution has developed a strong relationship with their Stakeholders. Regular meetings are arranged by the institution. The student's faculty members and stakeholders are provided equal opportunities to put forward their demands and issues for the welfare of the institution. Various committees are formed to run the institution smoothly. The various programmes and processes are revised as per feedback from students and other stakeholders. There is a feed back committee, feed back is taken by the students, parents and from the visitors about the institution and syllabus and necessary changes are made for beginning qualitative improvement. The feed back taken from the student about the syllabus and teacher in the mid of the session and about institution is in the end of the session. This feed back is very use full is knowing students expectation from the institution suggestions are discussed and analyzed. Institution tries to take necessary step to improve.

7.3.3 What are the feedback mechanisms in vogue to collect, and correlate and data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

To collect data from students, professional community, alumni and other stakeholders on programme quality, following feedback mechanisms are used:

- By students twice in a year. Once in the mid of the session about syllabus and faculty members and at the end of the session feed back is taken from the students about the institution facilities provided to them.**
- Alumni meeting are held once in a year and feed back in collected from them.**
- Feed back is also taken from the parents and from the visitors.**
- Grievances cell is there to collect grievances of the students.**
- All the students have been divided into 4 houses. Each house incharge seek suggestions of the students on existing curriculum and reports to the Principal for further actions.**

<i>Criterion VII: Innovative Practices</i>
--

- These views are reflected at the time of planning.

In addition to above informal feedback is periodically taken from the stakeholders.