

M.E.Society's
Arts and Commerce College, Mudalgi-591312. (Dist: Belagavi)
Best Practices of Our Institution: I

1. Title of the Practice:

Quality Assurance and Feedback Mechanism

Quality assurance is not an event but it is a continuous process and a relentless pursuit to achieve academic excellence. It is an ongoing, dynamic and life-long endeavour of any institution. As the primary goal of institutional accreditation by NAAC is to provide the information needed to improve the experience of the 'learning communities', it is envisaged that IQAC of our institution plays a larger role in internalizing and institutionalizing quality assurance. Towards achieving this goal, while the participation of all stakeholders is essential, the involvement of student participation in the institutional quality enhancement processes is crucial and invaluable, because of the following:

- Students are the largest group within any HEI, and therefore are the main stakeholders who have a much stronger voice than any other stakeholders.
- Students are quite well informed, committed, participative, motivated and curious, and this provides for valuable contributions.
- The several dimensions of student participation often surpass the four walls of the institution and other academic frontiers, following the trend that induces or obliges the institutions to open up to the society.
- Of late, world over, there is a wide and positive attitude towards increased student influence in higher education governance including the role of student activism in social changes.

Students could therefore be the driving force behind ambitious and far reaching Higher Education reforms.

2. The Context:

Evaluation being an integral part of the teaching – learning process, the institution stresses the importance of obtaining feedback from the different groups. **“Students are the most vital component of the educational spectrum”** and the prime stakeholders, have their own set of priorities and needs. Insensitivity to them may render the educational effort of the institution partially ineffective. An assessment of their perceptions is necessary for imaginative planning and effective performance. Hence the need to obtain their feedback. Primarily, the context was much felt need to:

- Bring about improvement in teaching-learning process
- Update the knowledge facilities, infrastructure to the needs of the time

- Reframe the existing curriculum to suit the demand for newer courses.

3. Objectives of the Practice:

A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness. The prime objectives are;

- To assess the present system, enhance and bring about qualitative changes in the educative plan and methodology.
- To monitor the overall performance of staff and students in achieving objectives of the practice of the Institution and the course objectives.
- To ascertain the gap between the genuine expectations of the students and the existing reality and finally,
- To plan and implement the expected changes effectively in every field of the institution and its activities.

4. The Practice:

The functional IQAC regularly collects the feedback from the all stakeholders on various aspects/activities of the functioning of the college. It is a meaningful activity on the campus and kind of mirror to know the actual quality of teaching-learning process, enabling identification of the strengths of teaching as well as the possible areas of improvements. The following table represents the details of the process of the collection system of feedback on the overall development of the institution from the stakeholders presently practicing by us.

After collecting regular feedback, the IQAC holds the meeting to discuss the views and suggestions of the employers, parents and alumni members and rating and requirements of the students on the aspects of curriculum, teaching-learning and evaluation process, teachers and programme/courses and campus life are made available on the campus. A systematic analysis and evaluation is done. Serious attention is paid to some meaningful inferences drawn to respond to the needs of stakeholders for better quality and satisfaction of the concerned.

The feedback with regard to curricula, its relevance and its effectuality in transaction is analyzed. This analysis provides material for strategies needed for syllabus designing in the wake of dynamic global employment market. All the faculty members are acquainted with the success and weaknesses in the transaction of the curricula. They are informed to fill up the lacuna, if any. The employers' expectations are beyond the bookish knowledge. The students and parents also are aware of this fact. Their feedback surely helps in enriching the syllabus for holistic approach.

| Sl. No. | Stakeholders | Feedback on | Mode of Collection | Collection Agency | Duration |
|---------|--|---|------------------------------------|---|--|
| 1 | Students | Curriculum | Structured Questionnaire | IQAC | Each Semester preferably in the first internal test time |
| | | Teachers Profile, Quality and Performance | | | |
| | | Programme/Courses and Campus Life | | | |
| 2 | Student Satisfaction Survey | Teaching-Learning and Evaluation Process | Structured Questionnaire | IQAC | Preferably before the announcement of results |
| 3 | Teachers | Self-Appraisal Report | Structured Format developed by UGC | Principal and HODs | Every Year |
| 4 | Parents | College Activities | Meets | IQAC | Every Meets |
| 5 | Alumni | College Activities | Meets | IQAC | Every Meets |
| 6 | Employers such as BOM of Education Society, LIC of Parent University and Officials of Department of Collegiate Education Govt. of Karnataka, Bangalore | Entire Working System of the College | Oral or Written Reports | Principal IQAC and Various College Level Committees | Any Time and any Situation |

The regular feedback and the regular tests also provide an opportunity to look into the students' performance and effectiveness of teaching-learning activity. The suggestion box and GRC provide students an opportunity to voice their opinion about teachers' performances. It is a means to get feedback and evaluate teachers' performance on and off the campus. Students are the best judges of the teachers' performances as they are the ultimate end beneficiaries. PTA and Alumni meet provides the essential feedback by the way of suggestions with regard to the quality of teaching. The management also collects feedback with regard to the quality in teaching activity. Our pains taking management is very particular about the sustenance and enhancement of teaching-learning quality is the institution. They are more particular about teachers' commitment and accountability in moulding the career of rural youths. Any lethargic attitudes on the part of faculty, is given serious attention. The University LIC committee visiting the campus evaluates the

infrastructure, teachers' performance and students' progression. The analysis of annual results is done by the IQAC. The same is sent to Commissioner for Collegiate Education Govt. of Karnataka Bangalore for making new policies if any for the improvement of effectiveness of teaching-learning process. The responses and suggestions of the stakeholders in respect of feedback on the working system of the college are utilized in the preparation of the future planning of the institution for the overall development of the institution in general and for the furtherance of quality in the institution in particular.

5. Obstacles Faced (if any and strategies adopted to overcome them):

Sometimes, it is difficult for the staff to get the whole-hearted co-operation of all the students while filling the exit questionnaire. A tutor of each class motivates the students for fruitful feedback. Effective consolidation is also done by the tutor.

6. Impact of the Practice:

- Collective feedback from different groups has proved to be beneficial for the effective growth of the institution.
- The feedback has contributed to the marked changes and significant improvement in teaching-learning methodology.
- The feedback enabled the college to change the pattern of the formative programmes.
- Consistent feedback has helped to sustain discipline in the Institution.
- The frequent interaction with parents and well-wishers have helped to analyse the limitations and drawbacks in developing useful strategies for further growth.

7. Resources Required:

Involvement of all stakeholders is the main source. Implementation of the evaluation process in our institution has been a great success due to the strong support and untiring effort of management, faculty, students, alumni, parents and well-wishers, which has brought about more collaboration, enrichment and enhancement in quality. In addition to that, Students' positive reception of the changes implemented is really a true resource in itself.

8. Contact Person for Further Details:

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Best Practices of Our Institution: II

1. Title of the Practice:

Financial Support for Poor, Socially, Educationally Disadvantaged/ Unprivileged Rural and Meritorious Students; an Initiative

2. The Context:

Most of the students admitted to our institution comes from poor, agrarian, socially, educationally disadvantaged/ unprivileged rural areas. They are also belonging to diverse social and religious background but meritorious. Hence they need financial assistance to pursue their courses. Scholarships from Government and other sources available in this institution were found to be inadequate. In recent past, the institution took the initiative to establish a various types 'Endowment Cash Prizes, Rolling Shields and Award for Achievers and Meritorious Students'exclusively collected from our stakeholders and well-wishers and organisations. The collected amount has deposited in the banks and at the end of the every academic year we collected the interest amount and distributed at the annual social gathering function to the awardees.

3. Objectives of the Practice:

- ❖ To lend a helping hand to those who need.
- ❖ To encourage the practice of indirect and institutionalized help and
- ❖ To promote fellow - feeling and social responsibility amongst students and thereby amongst all concerned.

4. The Practice:

The institution authorities collected views and opinions of the all stakeholders to determine the contribution toward the assistance/fund. The following table shows the various types of Endowment Cash Prizes, Rolling Shields and Award for Achievers and Meritorious Students.

| Sl. No | Name of the Donor/ Organisation | Amount | Excellence |
|--------|---|----------|--|
| 1 | Shri. S. K.Sonawalkar (Alumni) | 100000/- | Financial Assistance for Poor but Meritorious and Needy Students |
| 2 | Shri. S. B. Gadadi (Alumni) | 50000/- | University Rank holders of B.Com Final Year Students |
| 3 | Prof. S. S. Nanjannavar, Rtd. Professor in Geography, Karnatak University, Dharwad | 50000/- | Highest Marks in Geography at B.A. UG Exams (Male & Female) of all 6 Semesters |

| | | | |
|----|--|----------------|--|
| 4 | Shri. V.A.Sonawalkar | 25000/- | Mementos for Achievers in Various Sports and Cultural Programmes at Annual Day Celebration |
| 5 | Smt. N. M. Peerazade | 15000/- | Female Highest Scorer in B.A./B.Com. Final Exams |
| 6 | Dr. K.V.Danti | 10000/- | Highest Scorer in B.A./B.Com. Final Exams |
| 7 | Shri S.R.Sonawalkar | 10000/- | I st&IInd Place in Communication Skills Competition for B.A. IInd Semester |
| 8 | Shri. ShiddarthaWadennewar | 10000/- | Highest Scorer in B.A./B.Com. Final Exams |
| 9 | Shri. ShiddarthaWadennewar | 10000/- | Highest Scorer in B.A./B.Com. Final Exams |
| 10 | Shri B.V.Gulagajambagi | 5000/- | Ist&IInd Place in Communication Skills Competition for B.Com. IInd Semester |
| 11 | Shri. A.M.Hosur | 5000/- | Highest Scorer in B.A. Ist Semester Exams |
| 12 | Shri. A. V. Hosakoti | 5000/- | I st&IInd Place in Communication Skills Competition for B.A. IVth Semester |
| 13 | Smt. Sarojini. Amani | 5000/- | I st&IInd Place in Communication Skills Competition for B.Com. IVth Semester |
| 14 | Shri. H. B. Asooti | 3000/- | Highest Marks in Kannada at B.A. UG Exams (Final) |
| 15 | Commerce Association 2013 | 3000/- | Best Organizer (Male) of the Commerce Association Activities of the Year |
| 16 | Commerce Association 2013 | 3000/- | Best Organizer (Female) of the Commerce Association Activities of the Year |
| 17 | CEDOCK Dharwad | 2500/- | Best Organizer of the Commerce Association Activities of the Year |
| 18 | All Staff Members | 45000/- | Top Scorer of Various Subjects |
| 19 | Shri. R.R.Lankeppanavar | Rolling Shield | Best Boy of the Year |
| 20 | Shri. B.Y.Shivapur | Rolling Shield | Best Girl of the Year |
| 21 | Shri. B.P.Bandi and Shri. M.S.Lamani | Rolling Shield | Best Male Reader of the Year |
| 22 | Shri. B.P.Bandi and Shri. B. M. Baragali | Rolling Shield | Best Female Reader of the Year |
| 23 | Shri. V.A.Sonawalkar | Rolling Shield | General Championship (Male) |
| 24 | Shri. ShrishailBelakud | Rolling Shield | General Championship (Female) |

It was decided that the practice would be reviewed from time to time and the quantum of contribution would be readjusted. At the start of the current year the amount

collected was Rs. 1.20 lakh. Now it has gone up to Rs. 3.60 lakh from more than 45 donors. The accumulated interest amount from the deposits have been distributed to beneficiaries at the annual day function. Generally the total disbursement amount has been approximately Rs. 50000/- to the awardees every year. The names of those who need help generally come from their fellow students in the college. The proposals are examined by the committee in the form of scrutiny of supporting papers such as Marks card, BPL ration card, caste and income, merit certificate or other relevant proofs. The list of beneficiaries is finalized in consultation with the Principal and senior faculty members. Some students receive help right at the entry point in the form of admission fees charges also.

5. Obstacles Faced (if any and strategies adopted to overcome them):

Response is encouraging and there are no obstacles. Everybody appreciates the benevolent nature of practice.

6. Impact of the Practice:

The impact has been tremendous, indeed much more than envisaged. There is an all-round awareness amongst the students to look for anyone who needs economic help. The success of the practice can be gauged from the students' constant demand to strengthen the endowment.

7. Resources Required:

The Voluntary contribution of financial assistance from the Management, Alumni Association, Parents, Well-Wishers, Public Persons and Faculty Members are the sources of resources to meet the payments to the needy students.

8. Contact Person For Further Details:

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