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Mudalgi Education Society's
ARTS AND COMMERCE COLLEGE
MUDALGI-591312

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Best Practices of Our Institution: I

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 come from poor, agrarian, socially, educationally disadvantaged/ unprivileged rural areas. They also belong to diverse social and religious background but are 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. Recently, the institution took the initiative to establish various types of 'Endowment Cash Prizes, Rolling Shields, and Awards for Achievers and Meritorious Students' exclusively collected from our stakeholders and well-wishers and organizations. The collected amount has been deposited in the banks and at the end of every academic year we collect the interest amount and distribute it at the annual social gathering function to the awardees and the needy.

3. Objectives of the Practice:

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

4. The Practice:

The institution authorities conducted an opinion poll among all stakeholders to determine the contribution towards the assistance/fund. The following table depicts the various types of Endowment Cash Prizes, Rolling Shields, and awards 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)	56620/-	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	All Staff Members	45000/-	Top Scorer of Various Subjects
5	Shri. V. A. Sonawalkar	25835/-	Mementos for Achievers in Various Sports and Cultural Programmes at Annual Day Celebration
6	Smt. N. M. Peerazade	15000/-	Female Highest Scorer in B.A./B.Com. Final Exams
7	Dr. K. V. Danti	10500/-	Highest Scorer in B.A./B.Com. Final Exams
8	Shri S. R. Sonawalkar	10353/-	I st& IInd Place in Communication Skills Competition for B.A. IInd Semester
9	Shri. Shiddartha Wadennewar	10000/-	Highest Scorer in B.A./B.Com. Final Exams
10	Shri. Shiddartha Wadennewar	10000/-	Highest Scorer in B.A./B.Com. Final Exams
11	Shri B.V.Gulagajambagi	5177/-	Ist & IInd Place in Communication Skills Competition for B.Com. IInd Semester
12	Shri. A. M. Hosur	5167/-	Highest Scorer in B.A. Ist Semester Exams
13	Shri. A. V. Hosakoti	5160/-	I st& IInd Place in Communication Skills Competition for B.A. Ivth Semester
14	Smt. Sarojini. Amani	5000/-	I st& IInd Place in Communication Skills Competition for B.Com. Ivth Semester
15	Shri. H. B. Asooti	3000/-	Highest Marks in Kannada at B.A. UG Exams (Final)
16	Commerce Association 2013	3000/-	Best Organizer (Male) of the Commerce Association Activities of the Year
17	Commerce Association 2013	3000/-	Best Organizer (Female) of the Commerce Association Activities of the Year
18	CEDOCK Dharwad	2500/-	Best Organizer of the Commerce Association Activities of the Year
19	Shri. P.R.Pyatigoudar	2000/-	Highest Scorer in B.Com. 5 th Semester Exams
20	Shri. Prakash Sonawalkar	2000/-	Highest Scorer in Economics at B.Com. 6 th Semester Exams
21	Shri. M.B. Dhavaleshwar	2000/-	Highest Scorer in Pol.Science at B.A. 6 th Semester Exams
22	Smt. Chinnamma Sonawalkar	2000/-	Highest Scorer in Economics at B.A. 6 th Semester Exams

23	Shri. N.R.Sonawalkar	2030/-	Highest Scorer in Educations at B.A. 6 th Semester Exams
24	Shri. P.R.Sonawalkar	2000/-	Highest Scorer in English at B.A. 6 th Semester Exams
25	Shri. I.V.Sataraddi	2070/-	Highest Scorer in Comp. Appl. at B.Com. 6 th Semester Exams
26	Dr. Ashok Muragod	1000/-	Highest Scorer in PD & CS at B.A. 3rd Semester Exams
27	Shri. Rajashekhar Bagoji	1000/-	1 st Place in Debate Competition at Annual Day
28	Shri. Rudrappa Tanvashi	1010/-	Highest Scorer in B.A. Final Exams
29	Shri. Sidramappa S. Bagoji	500/-	Highest Scorer in Sociology at B.A. 6 th Semester Exams
30	Prof. S.C.Mantoor	Rolling Shield	Best Boy of the Year
31	Prof. S.A. Shastrimath	Rolling Shield	Best Girl of the Year
32	Shri. B. M. Baragali and Shri. M.S.Lamani	Rolling Shield	Best Male Reader of the Year
33	Shri. B. M. Baragali	Rolling Shield	Best Female Reader of the Year
34	Prof. P.K.Radder and Shri. Basappa M. Dhavaleshwar	Rolling Shield 500/-	General Championship (Male)
35	Shri. M.S.Munoli	Rolling Shield	General Championship (Female)

It was decided that the practice should 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 only. Now it rose to Rs. 3.60 lakh from more than 45 donors. The accumulated interest amounts 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 bursar in the form of scrutiny of supporting papers such as BPL ration cards, income certificates, 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 fee charges also.

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

The response is encouraging and there are no obstacles. Everybody appreciates the benevolent nature of the 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, Philanthropists, Alumni Associations, Parents, Well-Wishers, Public Persons, and Faculty Members are the sources of resources to meet the payments to needy students.

8. Contact Person For Further Details:

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Best Practices of Our Institution: II

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 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 society.
- Of late, the world over, there is a wide and positive attitude towards increased student involvement 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 upon 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 is much felt needed to:

- Bring about improvement in the teaching-learning process
- Update the knowledge facilities, and 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 feedback from all stakeholders on various aspects/activities of the functioning of the college. It is a meaningful activity on the campus and a kind of mirror to know the actual quality of the teaching-learning process, enabling identification of the strengths of teaching as well as the possible areas of improvement. 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 transactions is analyzed. This analysis provides material for strategies needed for syllabus designing in the wake of the dynamic global employment market. All the faculty members are acquainted with the successes 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 a holistic approach.

Stakeholders	Feedback on	Mode of Collection	Collection Agency	Duration
Students	Curriculum	Structured Questionnaire	IQAC	Each Semester preferably in the first internal test time
	Teachers Profile, Quality and Performance			
	Programme/Courses and Campus Life			
Student Satisfaction Survey	Teaching-Learning and Evaluation Process	Structured Questionnaire	IQAC	Preferably before the announcement of results
Teachers	Self-Appraisal Report	Structured Format developed by UGC	Principal and HODs	Every Year
Parents	College Activities	Meets	IQAC	Every Meets
Alumni	College Activities	Meets	IQAC	Every Meets
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 the teaching-learning activity. The suggestion box and GRC provide students with an opportunity to voice their opinions about teachers' performances. It is a means to get feedback and evaluate teachers' performance on and off campus. Students are the best judges of the teachers' performances as they are the ultimate end beneficiaries. PTA and Alumni meet provides essential feedback by the way of suggestions with regard to the quality of teaching. The management also collects feedback with regard to the quality of teaching activity. Our painstaking management is very particular about the sustenance and enhancement of teaching-learning quality in the institution. They are more particular about teachers' commitment and accountability in moulding the career of rural youths. Any lethargic attitude on the part of the 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 the Commissioner for Collegiate Education Govt. of

Karnataka, Bangalore for making new policies if any for the improvement of the effectiveness of the teaching-learning process. The responses and suggestions of the stakeholders with respect to 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 cooperation of all the students while filling out 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 has helped to analyse the limitations and drawbacks in developing useful strategies for further growth.

7. Resources Required:

The 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.

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