

CRITERION VII : INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

7.1.1 Has the institution established internal Quality Assurance System? If yes, give its year of establishment, composition and functions.

Yes, the institution has established internal Quality Assurance System for better, smooth functioning of the institution. The Quality Assurance Cell has also been established in 2010. It consists of a convener and four members. The detail of the office bearers are as follows:

S No.	Name	Designation
1	Mr. N.C.Bansal	Convener
2	Dr.Rajiv Jain	Member
3	Mrs.Rachna Arya	Member
4	Mr.Devender Verma	Member

The major functions of IQAC/QCC are as follows:

- It ensures the development and application of various quality assurance parameters for the various academic and administrative activities of the institution.
- Take regular feedback from students, faculty and other stakeholders for the effective functioning of the institution.
- Balanced distribution of work for teaching and non-teaching staff.
- Distribution of students into different groups for better management of the college.

- To organize remedial classes, guest lecture, tutorial classes with the help of latest teaching aids.
- To promote and provide vocational training like Ornament Making, Soft Toys, Clay Art etc.
- To provide placement facility to students for
- To organize excursion and educational tour.
- To distribute books, cloths, food to unprivileged students of RKCSM.
- To organize recreational activities like Saturday function etc.
- To organize physical educational classes like yoga for physical and mental harmony.
- To celebrate special and distinct occasions like Gandhi Jayanti, Independence day, Republic day
- Determining infrastructural growth and future plans with respect to infrastructure, technology, library
- To organize National / International Seminars under its umbrella.

7.1.2 Describe the mechanism used by the institution to achieve its goals and objectives.

Our institute makes proper forecasting and plans all curricular activities in advance. The aim of the teacher training is to train the pupil teachers and to evaluate and various other objectives; we have taken various

- In the meeting of academic advisory board the activities are planned and that are included in the academic session.

- Assignment and projects are given to the students to make them resourceful.
- Periodic Home visits are done to monitor the timely progress and status of learning.
- Seminars are arranged to improve the communication power of the students.
- In the staff meetings, the progress is done regarding the academic achievements of the students. Further the grievances are brought to the notice of the members of academic council.

7.1.3 How does the institute monitor the progress of its programmes?

The institute monitors the progress of its programmes by adopting the following measures:

- i. The Progress Report is submitted by the staff with staff at regular intervals to monitor the educational environment of the institute.
- ii. To check the progress of the students, the institute conducts session tests, in-house tests, and assignments.
- iii. Students are motivated through counselling based on social and personal aspects to increase their performance.
- iv. Guidance and counselling sessions are held to improve their performance in the class as well as for their overall development.
- v. There is a feedback mechanism in the form of feedback from the students, parents, and staff to improve academic and administrative activities.
- vi. Teaching staff are encouraged to check their own progress and the progress of the students.

- vii. Feedback is also taken from the students and their suggestions are welcomed by the institution.
- viii. To organize a meeting with the parents about their ward's progress.

7.1.4 How does the internal management process work?

Regular staff meetings are held to ensure smooth functioning. Responsibilities are distributed among the staff members. The college is directly related to institutional activities and equipments. The management process is carried out as per the need of the students and staff members.

Internal management and financial

Internal management and financial processes are carried out with a good rapport and responsibility. The finance of the college, which are directly related to institutional activities, labs, and ICT facilities, are audited by staff members.

7.1.5 How does the college interact with various stakeholders?

RKCSM identifies all possible sources of information which are shared with the stakeholders concerning student progress. Regular meetings are held for gathering in meetings, discussions, good practices, and college for its progress.

Internal management and financial

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7.2 Inclusive Practices

7.2.1 How does the institution give attention to these in the classroom?

on and the focus of the curriculum?

The institution follows various policies and procedures related to inclusive education.

form on the issues related to inclusive education in the form of indicators regarding

7.2.2 What is the provision for students with special needs and exceptionalities?

tion about inclusion and its impact on learning?

According to the National Curriculum Framework for "Inclusive Education" is taught to the teacher trainees. The curriculum helps the pupil teachers a better understanding of the identification of special needs. The curriculum helps the normal students so that they can learn along with the students with special needs. The curriculum also helps the up coming generation to learn along with the students with special needs.

studies, "Inclusive Education" provides the information to the teacher trainees about the special needs, so that they can identify the students with special needs. This helps the students with the special needs to learn along with the normal students of the society. The curriculum also helps the teacher trainees to understand the differences among the students with special needs and the normal students.

7.2.3 Detail on the various strategies to create learning environments that support learning and self—improvement.

to create learning environments that support learning and self—improvement in the classroom.

The institution provides ample opportunities to the students to develop their personality and social skills. Through Scout guide camp, educational tours, morning and weekly assemblies, tutorials, debates, speech competitions, quiz competitions, extensive sports and other co-curricular activities, we try our best to make the student socially and emotionally fit so that they can adjust in a better way in their personal and professional life.

During micro teaching, peer teaching, and group teaching, we develop a positive interaction developed among the students, which helps them to become confident and healthy teachers which helps them to work better in the classroom.

7.2.4 How does the institution work with children with special needs?

During the classroom teaching, we take into account the various characteristics of children with special needs. Students are given individual attention and support. We identify the educational needs of exceptional children, their emotional and social needs, and provide appropriate adaption to meet these needs. Special emphasis is given to the development of self-esteem and self-confidence among these students. We provide appropriate adaption in our teaching methods and materials to meet the needs of these students. We also provide appropriate adaption in our assessment methods to meet the needs of these students. We provide appropriate adaption in our classroom environment to meet the needs of these students. We provide appropriate adaption in our communication methods to meet the needs of these students. We provide appropriate adaption in our assessment methods to meet the needs of these students. We provide appropriate adaption in our classroom environment to meet the needs of these students. We provide appropriate adaption in our communication methods to meet the needs of these students.

7.2.5 How does the institution work with physically challenged and differently abled students?

the physically challenged and differently abled students?

There is a provision of enrolment for physically challenged students in the institute according to the norms of state government. Though there are no physically challenged students in the College at present, following provisions are there for such students:

- special attention by t
- provision of books fr sit.
- priority to such stude library.

7.2.6 How does the institutor es (activities
of women cell and other issues)?

A women cell is establi girl students
and the problems relate women day
celebration, speech and l to women,
gender discrimination, g e held under
the patronship of this ce

7.3 Stakeholder Relationships

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

Regular staff meetings are held for discussing the academic and other developmental activities of the institution. The minutes and reports of these meetings are prepared and a proper record of clip is maintained of the overall activities and a report is prepared from the last academic session and presented to the stakeholders.

The modes through which information on organizational performance is made available to the stakeholders are:

- Prospectus
- Media
- Correspondence
- Telephonically
- College Website
- Different Committee Meetings

7.3.2 How does the institution ensure the access and identify the strengths and weaknesses of various programmes and projects to the stakeholders for bringing continuous improvement?

The institution collects the feedback from the stakeholders regarding the strengths and weaknesses of various programmes and projects, in the form of suggestion boxes, etc.

meetings of alumni. The help of student's representatives are also taken to know about the causes of student's dissatisfaction of various processes of the institution. This information is shared with the stakeholders to bring the qualitative improvements in the institution. The self evaluation is also done in the staff meeting after every year. Necessary actions are taken for further

7.3.3 What are the feedback mechanisms from students, professional community, alumni and society? How does the institution use the information?

The institution has a provision for feedback from the students through feedback meetings are organized in which all the suggestions for further improvement are welcomed for the betterment. During real school teaching practice, the staff of practicing school on qualitative feedback are given. Further the institution has the provision for feedback from the staff of training.