



**FIRST BEST PRACTICE OF THE INSTITUTE**

**1. Title of the Practice: Innovative Evaluation Methods**

**2. Objectives of the Practice:**

- i. To supplement Teaching-Learning Pedagogies
- ii. To identify slow and advanced learners as early as possible by employing evaluation methods.
- iii. To help the slow learners develop understanding of their weakness through Continuous Comprehensive Evaluation.
- iv. To brace the advance learner to accept bigger challenges through Higher Order Thinking (HOT) evaluation techniques.
- v. To prepare the students for competitive examinations through different modes of evaluation.
- vi. To improve communication skills and inculcate leadership qualities in the students.

**3. The Context:**

IEHE emphasizes on internal and external evaluation and focuses on better understanding of the concepts by the students. The teaching is done in such a way that the students are able to grasp topics and then they are evaluated. Faculty members of IEHE, act as mentors to the students. Low teacher-student ratio (approx. 1:25) plays a crucial role in teaching-learning process as it strengthens better learning and understanding of the students. IEHE has different modes of Internal evaluation (CCE - Continuous Comprehensive Evaluation) like Semi-Surprise Tests, Presentations, Group Discussions, Quizzes, Assignments, Use of Virtual Labs, etc. Semi-Surprise Tests help students to overcome the test related nervousness.

IEHE focuses on the development of students as per their weaknesses and strengths specially related to academics. Slow and advanced learners are identified and given the necessary assistance to enhance their learning and understanding abilities.

Effective use of ICT is promoted in every sphere of teaching. Institute has several smart classrooms and well-equipped language lab. Online classes and CCE were conducted on MS Teams software and completed timely during the pandemic.

As an innovative evaluation practice, OMR based GK-tests are conducted thrice in a semester with immediate display of answer keys to satisfy learners curiosity, which helps the students to imprint the answers in their memory retention. GK-test includes areas like reasoning, numerical ability, science, current affairs, language, etc. Result of GK-test are declared within a short span of time, due to computerised evaluation. Marks scored in a complete semester are converted into percentile and appropriate weightage is incorporated in the internal evaluation of the General Awareness Paper of Foundation Course. Several students were benefitted and acknowledged this innovative practice for their success in competitive examinations.

As per the rule for appearing in term end examination, minimum 75% of attendance along with minimum 20% marks in CCE is mandatory in all the courses, otherwise the students are declared as 'Not Permitted to Appear (NPA)' in the concerned course. This unique system enforces students to be regular in their classes and enhances their learning process.

Institute has fully functional Vocational Cell which runs various short-term courses since 2011, these courses are evaluated on the basis of credit system.

IEHE is the active local chapter of NPTEL, which helps in the holistic development of the students. Recently, Institute has implemented the provision of credit transfer of equivalent NPTEL courses into the 'Academic Bank of Credit', following this, Institute is authorised to transfer the credit earned by the students into their 'DigiLocker' account.

Incubation Centre (UDGAM), started by IEHE, with the aim to nurture the innovative ideas of the students.

#### 4. The Practice

CCE is mandatory for all the students. The weightage of CCE in PG programmes is 30% and in UG programme is 40/50%. The total marks of each course, is divided in two parts (internal and external). Online and offline modes are open for the teachers to conduct internals. The scheme of CCE under NEP-2020 for UG programmes is as follows:

##### (A) Internal Evaluation:

Scheme (for Theory Course)	
Internal (CCE) - 40% (40 marks) External - 60% (60 marks)	
Internal Assessment Modes	
1. Class Tests# ( <i>best 2 out of 3</i> )	2×10 marks
2. Any one of the following: <ul style="list-style-type: none"><li>• Quizzes/Objective Tests ## (<i>best 1 out of 2</i>)</li><li>• Group Tasks (<i>Group Discussion/ Fishbowl Technique; Role-Play/ Authentic-Problem Solving</i>)</li></ul>	08 marks
3. Any one of the following: <ul style="list-style-type: none"><li>• Home Assignments (<i>followed by presentation</i>)</li><li>• Class Assignments</li><li>• Class-Teaching</li><li>• Poster Presentations</li><li>• Portfolios</li><li>• Annotated Bibliographies*</li><li>• Reports*</li><li>• Book Review*</li><li>• Article Review*</li><li>• Journal Writing*</li><li>• Paper Presentations*</li><li>• Seminar*</li><li>• Field Assignments*</li></ul> <p><b>* Only for advanced learners</b></p>	08 marks
4. Attendance <ul style="list-style-type: none"><li>○ 75%-80%: <b>01</b> Mark</li><li>○ 80%-85%: <b>02</b> Marks</li><li>○ 85%-90%: <b>03</b> Marks</li><li>○ 90% &amp; above: <b>04</b> Marks</li></ul>	04 marks
External Examination (End of semester)	60 marks

##### # Various options for conducting Class Tests are as follows:

- Open-Book/Open-Notes Tests/Class-Assignments
- Self-Test / Online Test
- Essay/Article Writing
- Case Studies (*Only for advance learners*)

##### ## Quizzes/Objective Tests should include the following types of questions:

- Recognition Type (*such as MCQs; Multiple Response; True or False; Matching; Classifying*)
- Recall Type - Filling Blanks (*One word / Phrase Answers*)

Scheme (for Lab Course)		
	Internal – 40% (40 marks) External – 60% (60 marks)	Internal – 50% (50 marks) External – 50% (50 marks)
<b>Internal Assessment Modes</b>		
Lab work assessment # (best 2 out of 3)	2×10 marks	2×13 marks
Viva-Voce / Lab Quiz ## (best 2 out of 3)	2×08 marks	2×10 marks
Attendance <ul style="list-style-type: none"> <li>○ 75%-80%: <b>01</b> Mark</li> <li>○ 80%-85%: <b>02</b> Marks</li> <li>○ 85%-90%: <b>03</b> Marks</li> <li>○ 90% &amp; above: <b>04</b> Marks</li> </ul>	04 marks	04 marks
External practical examination (Semester end examination)	60 marks	50 marks

# *Lab work assessment should include Laboratory work, Computer simulations / Virtual Laboratories, Craft work, Work Experience, Portfolio, Field Assignments, etc.*

## *Lab Quizzes should include the following types of questions:*

- Recognition Type (such as MCQs; Multiple Response; True or False; Matching; Classifying)
- Recall Type – Filling Blanks (One word / Phrase Answers)

*Note: However, the pattern of Internal Evaluation for PG and Honours (Old pattern) programmes is almost same, but the weightage of percentage is 30 and 50 respectively.*

**(B) External Evaluation:** Salient features are as follows:

No Unit System in the Curriculum

Not Permitted to Appear (NPA)

- Provision of NPA in each course of the semester-end examination on the basis of attendance & CCE score

Three parts of question Paper

- Part-A: MCQs (to be solved in first 20 minutes)
- Part-B: Short Answer Type Questions
- Part-C: Essay Type Questions

Well designed Answer Book

- 04 Pages: For Internal Evaluation (CCE work)
- 08 Pages: For term-end practical examinations
- 20 Pages: Cover page, 3 pages for rough work & 16 pages for Part-B & C (AECC & FC)
- 40 Pages: Cover page, 3 pages for rough work & 36 pages for Part-B & C (**PG, UG**: Major, Minor, Honours, Subsidiary)

No provision of Retotalling

- Every valued Answer-Book is scrutinized before result preparation
- If the mistake is found, Rs 10 per mistake subject to maximum of 20% of total remuneration of the examiner, is deducted.

Revaluation

- Provision to see valued Answer Book in the presence of Parents and Subject Expert
- Provision to withdraw from Revaluation
- If the scored marks are increased, the revaluation fee is refunded

Provision to obtain photocopies of Valued Answer Book

Valued Answer-Book of the Highest scorer of each paper/course, is kept in the central library for the students

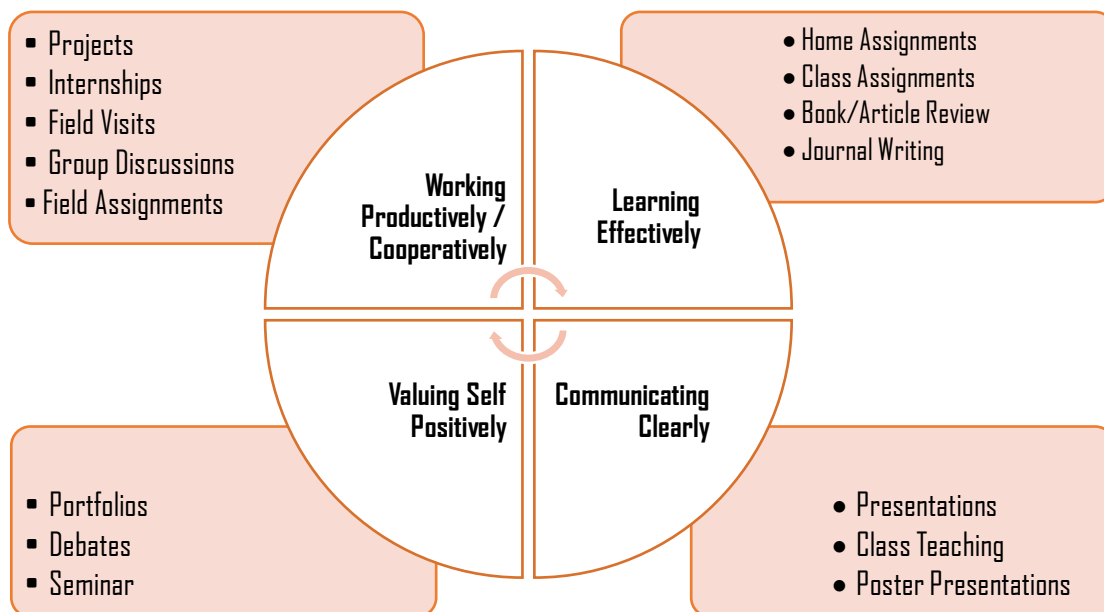
Consolidated 'Statement of Marks'

- 'Statement of Marks' of final semester shows the record of the scores of all semester/courses

## 5. Evidence of Success:

Innovative Internal and External Evaluation procedures help the students in different perspectives related to their holistic development and to develop a better understanding of the domain knowledge.

- The Teaching-Learning Evaluation methods practiced in the Institute, as shown in the rectangular boxes help students to improve their **core abilities** such as:



- The constant evaluation of the students helps them to access their performance in every semester and this gives them a chance to plan ahead so that their result can be improved.
- The evaluation methods like class-teachings, presentations, assignments, group discussions, etc. help the students to gain confidence in communication skills.
- The internship, group project work, group discussions, field assignments, etc. help them to work as a group or a team.
- The students develop confidence because they are constantly being motivated to speak in front of the class. They overcome the stage fear or the fear of public speaking which helps them to develop a leadership quality.
- Result of outgoing students for the session 2021-2022 is 95%.
- Total 40 number of students were selected in various competitive exam (JAM/NET/SLET/CAT/ Civil-Services/State-Government Examinations/etc.)

## 6. Problems Encountered and Resources Required:

### Problems encountered and strategies adopted:

- (i) Initially when the semi-surprise tests are conducted, the students might not be well prepared, and this is reflected in their results.

*To overcome this, CCE comprising of three/four semi-surprise tests and out of which best two/three are considered. As such the students have the chance to improve in the next test. Same is applicable for absentees.*

- (ii) (a) While attempting online tests on portal, students face different types of problems related to non-availability of smartphones or/and network issues.

(b) The students might not be having devices such as personal computers, notebook, etc. for preparing their home assignments/project works, etc.

*To overcome these issues, we have a LAN based central computer lab as well as e-Resource Center in the Central Library which is easily accessible for the students.*

- (iii) It was observed that some of the students make use of cut-copy-paste strategies in assignment preparation. This practice hinders the academic growth and subjective understanding of such students.

*As all the students have to mandatorily present their assignments in class, this compels the students to prepare the assignments seriously and honestly, empowering them to develop their subjective understanding and accelerate their academic growth.*

**Resources required:**

- For effective implementation of teaching-learning and innovative evaluation techniques, all classrooms should be smart-classes with devices such as dedicated computer system, interactive panel, leased line with optical fiber connectivity and enough electronic writing-pads & tablets.
- For smooth conduction of online exams/tests, smartphones, laptops/tablets are required along with good internet connectivity. Availability of good number of electronic devices and 5G wi-fi connectivity in the campus is essential.
- Implementation of Learning Management Software on IEHE-portal is required for the benefit of learners.
- For futuristic vision, online proctored exam application software, is required so that the examinees can avail this facility by giving their examinations from anywhere.

**SECOND BEST PRACTICE OF THE INSTITUTE**

**1. Title of the Practice: Human Excellence Through Community Services**

**2. Objectives of the Practice**

Since inception, the Institute has adopted and evolved community engagement pedagogies that combines learning and community service which enhances both students' growth and the society. Extension activities help to develop and strengthen leadership skills and ability to sustain group dynamics. They also help to develop willingness to work amongst people belonging to varying ethnic and socio-economic status. The objectives are:

- i. To make learner sensitive and socially responsible towards under privileged groups.
- ii. To help students to initiate developmental activities in the community in coordination with public and government authorities.
- iii. To improve students' ability to apply what they have learnt in real life.
- iv. To provide opportunities to develop civic engagement, inter-personal skills and selfless service.
- v. To link personal and social development with academic growth.

**3. The Context**

Institute aims to develop experimental education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding for themselves.

The modern trends have helped in spreading education beyond campus which inspire students for sharing knowledge among the society, and makes them sensitive towards social issues.

The social, economic and technological changes that have taken place should be disseminated among the people so that they can use them to improve the quality of life. IEHE has strong base of NCC, NSS, Red Ribbon, Rotaract Club, etc., which promotes the notion of "Together We Can" and to provide opportunities for the students to contribute in the well-being of the society and national development. A large number of students also work with various NGOs and other organisations who are engaged in activities of social well-being. Educational tour, field-visits and industrial-visits are organised frequently by various departments to support for the same cause.

#### 4. The Practice

Extension/Outreach programmes include a wide range of activities, undertaken by students of NSS, NCC, different clubs, teaching departments of the Institute related to awareness on different issues. These activities are a part of Institution Social Responsibility (ISR), in and outside the campus. The practices are -

##### (A) Flagship Programme – Helping Hands

Teaching-learning methodology adopted in the Institute, gives ample opportunity to students for social exposure and life skills. The Institute has various activities tagged under “Flagship Programmes” which fulfil the objectives of all round development of the students.

Under the flagship programme “**Helping Hands**”, different activities are organized by the Institute, with the idea of helping others in their own capacity and resources. The activities mentioned are from the arena of ‘**United Nations Sustainable Goals**’, namely:



##### Goal-III: GOOD HEALTH AND WELL-BEING

**Breast Feeding Week & Nutrition Month (Goal-III):** Department of food science and quality control celebrate breast feeding week in which awareness about importance of mother's milk is briefed to the young mothers in gram Bordha. During national nutrition month, demonstration on low-cost nutritious food and one dish meal was done. (Aug and Sep 2021 and Aug 2022)

**रक्तदान Rakta Daan (Goal-III):** We believe in the notion “रक्त दान महादान” which means that blood donation is the biggest donation. Students of the Institute participate enthusiastically and take part in blood donation camps, organized in the campus by NSS (NSS, 18.02.2022). Details of blood donation:

2021-2022

132 Units

**स्वच्छता Swachhata (Goal-III):** Cleanliness is a necessity for a healthy life. Personal hygiene is another aspect which should be taken care by all, especially the girls and women. Students of the Institute take active part in spreading awareness about clean surroundings and organise programmes like Nukkad Natak (street plays) in slum areas. (08.03.2022)



#### Goal-IV: **QUALITY EDUCATION**

**Distribution of stationary and books (Goal-IV):** As part of extension activity the students of the Institute teach the poor children of Ishwarnagar Basti in their spare time and also distribute stationery and books to them.



#### Goal-IV: **GENDER EQUALITY**

**Beti Padao-Beti Bachao (Goal-V):** An awareness programme was organised about the Beti Padao-Beti Bachao scheme of government at the venue of TIT College Bhopal through Nukkad Natak by the students.

**Songs and Slogans (Goal-V):** Songs and slogans competitions were organised on gender equality at Ishwarnagar Basti by the students of sociology department.

**Social Service Club (Goal-V):** Students of the Institute work for NGO “Madad Ghar” a venture of alumni of the Institute. They are engaged in spreading awareness about personal hygiene and care during menstrual period among the girls.



#### Goal-VI: **CLEAN WATER AND SANITATION**

**Awareness Camp (Goal-VI):** Cleanliness is the necessity for healthy life. Personal hygiene is another aspect which should be taken care by all, especially, the girls and women. Students of the Institute take active part in spreading awareness about clean surroundings and organise programs like dance, song, drawing competitions and Nukkad Natak (street plays) in slum areas.

### **(B) Activities on Skill Development for Employment**

**Zari-Zardosi Work Training:** Students of fashion design department exchanged their designing skills with the lady artisans of Zari-Zardosi embroidery in a workshop. Student taught them trendy designs and colour combination and in exchange they learned Zardosi embroidery on “Adda”.

**Commerce Club:** With the establishment of BBA department (2022) the newly inducted students of BBA developed demographic profile of the village Mendori and helped the villagers in obtaining documents like BPL/AADHAR/PAN card and further worked for awareness about government schemes.



### (C) Service to Humanity

**Design Pool Club:** During lockdown under ‘Jivan Shakti Yojana’ of government of MP, students stitched and donated masks to the needy people residing in old Bhopal.

**Empathy:** The campus has a temporary shelter home for pets behind the library. Student volunteers take care of this shelter home where dogs and puppies are fed and looked after.

### (D) Extension Activities – Student’s direct involvement in ISR (Institutional Social Responsibility)

Sharing knowledge and skill among students and people around is the basic idea behind extension activities which are conducted outside the Institute. Students have formed many clubs and perform activities in collaboration with NGOs and others. The Institute adopted one village in each session namely Rapadiya, Bagroda, Mandori, etc. Various activities related to the government schemes are propagated in these villages.

**Literacy and Red Ribbon Clubs:** In the adopted village ‘Bagroda’ and ‘Ishwarnagar Basti’, students volunteered for awareness programmes on personal hygiene, ‘Ujwala Yojana’ (a government scheme related to safe cooking and use of LPG). In SOS Children village Bhopal, a self-defence training for children was organised by the club. In collaboration with Shri GKS Nashamukti and Punarvas Kendra, awareness related programs for drug abuse were organised. In collaboration with Sevasadan Eye Hospital, Institute organised eye check-up camps in the village Jhagariya and Rapadiya where 300 spectacles were distributed to villagers.

<https://www.iehe.ac.in/ClubPanel.aspx?ID=CLUB1006>

### (E) Outreach Programmes

Institute has the provision of outreach programmes in which departments take their students for field visits and give them an opportunity for gaining practical exposure and real-life experience related to their subjects. The programme includes trainings, lab visits, industrial visits, field visits and educational tours as it gives students a wide exposure and a chance to understand the cultural diversity of the country.

**Commerce Department:** Industrial visits to Coca Cola, MSME Technical centre Acharpura Bhopal, Hind Pharma Bhopal, Top-N-Town, Surya Farm, apprise the students about the production process, packaging, and marketing of products produced in their organisations.

**Physics and Electronics Department:** The department visited Institutes like Sciencetech Technology, Electronic Complex Indore; RGPV Energy Park; Indian Institute of advanced studies Shimla; Varahmihir Astronomical Observatory, Dongara Ujjain and RRCAT Indore.

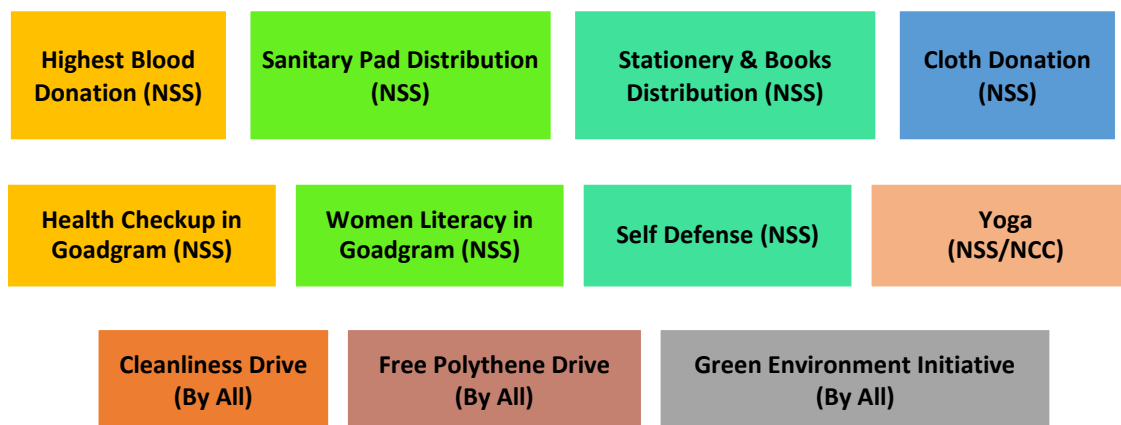
**Hindi Department:** The Hindi department visited Kullu-Manali to know the local culture, language and folklores of the city. A programme to save cultural heritage of ‘Gumantu Janjatiya’ was organised on 30-31 Aug 2022 in collaboration with Janjatiya Sangrahalaya Bhopal, where more than 50 students of IEHE took part enthusiastically.

**Forensic Science Department:** To know about the future prospects of the subject, a visit to Forensic Science department of Doctor Harisingh Gaur Central University, Sagar was organised. The students participated in a fest at Rashtriya Rakshashanti University, Ahmedabad, Gujarat, and won many prizes. Short trainings in CFSL, RFSL Bhopal and SFSL Sagar provided an opportunity to see and operate instruments to gain domain expertise.

**Chemistry Department:** Under students exchange programme of CEQIC, the department visited S.N. Shukla Government College, Shahdol (MP) which gave students an opportunity to share their learning with the fellow students of the college. A visit to Indira Gandhi National Tribal University, Amarkantak (MP) gave students a chance to acquire knowledge from eminent professors. IISER, Bhopal provided hands on training on sophisticated instruments like HPLC, GCMS, etc.



## (F) Highlights of NCC/NSS/Clubs



### Plantation Drive (By All)

- 2021-2022: **74** – Amjhara (25.07.2021), **150** – Amjhara (18.07.2022), **50** – IEHE (July-Aug 2022)

## 5. Evidence of Success:

The Institute through extension activities transforms the students as leaders of social change who are capable of providing lasting solutions to social problems. Students' involvement in different extension activities create a sense of selfless service amongst them. It helps to instil social responsibility, groom overall personality and create awareness on social issues. The Institute is proud of achievers in different fields associated with social contribution:

- **Mr Akshay Kumar Tiwari**, NSS volunteer was the recipient of 'NSS National Award 2019-2020' given by the Honourable, President of India in September 2021.
- **Blood Donations:** Institute received the award for highest blood donation units by the students and faculty members.
- **Social Responsibility:** Alumni of the Institute **Mr Satyam Mishra**, started an NGO (Madad Ghar Sansthan) for spreading awareness on sensitive taboo of society like menstruation (periods).

### Some other achievers in different fields are:

#### Entrepreneurs

- Student of Fashion Designing Department, **Ms Sakshi Tated** owner of a fashion house in Bhopal "Tiny Colour".
- **Mr Rohan Avadh**, Free Lancer in Fashion Designing Industry.

#### Counsellor

- **Ms Somiya Gupta** Counsellor, Adolescent Mental Health Helpline & Students Counsellor, IEHE Bhopal
- **Ms. Somya Singh** runs her own Counselling Centre, 'CWB' Bhopal & Noida (UP)
- **Mr Atharv Shukla**, Counselling Psychologist at Army Public School, Bhopal

#### Social Service

- Student of Sociology Department **Mr. Akshaya Shrivastav** Coordinator in Self Employed Women Association (SEWA)

## 6. Problems encountered and resources required

### Problems encountered

- In general, the programmes are conducted and organised smoothly. Sometimes non availability of transport facility can be seen as a problem.

*But the Institute is proactive and call tenders in the beginning of the session and is always ready for providing facilities.*

- The Institute sometimes faces challenges of fixing the schedule for social service programme due to the climatic changes and compact academic calendar.
- Sometimes beneficiaries busy schedule also becomes a challenge.

### Resources required

- Transportation facility along with sufficient manpower.
-