

Vidarbha Youth Welfare Society's
INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH
Borgaon (Meghe), Wardha (M.S.)

Best Practices

2019-20

Best Practice 1:

1. Title of the practice:

E-Governance:

2. Goals:

- a) To make the administrative work/process more faster
- b) To improve quality of higher education.
- c) To promote a pattern of on-line examination and test
- d) To optimize the process of decision making
- e) To make the administration more efficient and cost effective
- f) To promote the use of ICT enabled system and excellence in education
- g) To promote autonomy, innovations and academic reforms in institutions of higher learning.

3. The Context:

The main objective for the implementation of e-governance is to increase the transparency and accuracy in administration, decentralization of the work and to make the use of technology so as to become it more effective. Now a days, it is possible to connect every department through internet so that many activities can be carried out on a single click. The technology can provide us an opportunities to transform the professional relationship into digital relationship among various stakeholders thus contributing to the achievement of good governance goals. The use of e- governance through technology provide better services by reducing the time and cost. It may possible to carry out the academic and administrative work more effectively and efficiently in the Institute.

The decision making of parents, students and other stakeholders regarding admission, selection of college, policies made by the Institute and or Government etc become very fast by e-governance. The internal working of the departments in the Institute can be improved by the use of technology. E-Governance helps in the automation of services including scholarship portal, admissions made by the state CET cell, internal examinations of the

students, declaration of results, e-library management, grievance redressal, finance and accounts etc ensuring that information regarding every work is easily available to all stakeholders.

4. The Practice:

Being the Technical Institution, the Institution has introduced many of the e-Governance modules in the administration, admissions, examinations, library management, teaching-learning process, grievance redressal, finance and accounts, biometric etc. for smooth day to day operations.

The administration of the Institute supervises all the services in the office through CAMPUSNET ERP legal software. Institute is using e mail/whatsapp facility for communication with the various stakeholders, staff members as well as with the Governing body so that the transfer of information takes place very rapidly. Institute website reflect all the forthcoming events for the students, parents and alumni. Notices are circulated among the students through whatsapp groups. Institute has decided to collect the online feedback of all the stakeholders through google form. Institute has implemented the biometric attendance for all staff members since last decade. The office and library has 24x7 internet facility. The college campus is equipped with CCTV Cameras installed at various places of need.

The accounts of the institution are maintained through ERP software. Institute has the facility of internet banking. The stakeholders can also deal the financial matter through google pay. Barcode payment facility is available in the college canteen for the staff, students and other stakeholders. Online Admission of the students are carried out by the state CET cell. The website of the institute provide all the information to students and parents regarding college, staff, courses offered, fees etc. Alumni portal is provided on website for the information of pass out students. Filling of examination forms, generation of admit card, uploading of internal marks on the University website The internal and external examinations of the students are handled through google form and Vmedulife software. The ERP software is also used in the library for the issue of book. The institute has online grievance redressal mechanism.

5. Evidence of success:

- a) Timely communication to the Parents regarding results, attendance and overall performance of their wards.
- b) Provide better access to information and quality services for student.

- c) Students solved their grievance online, examination queries, result verification etc also handled online.
- d) Feedback of the stakeholders collected by online mode
- e) Management and preservation of data becomes easy.
- f) Robust and transparent system which helps in quality improvement.
- g) Good attendance Monitoring System for employees.
- h) Data is easily accessible

6. Problems encountered and resources required:

- a) Due to slow internet connection, many students may have problem in using e-governance
- b) Some student may not afford the infrastructure required for the e-governance
- c) Unlike classroom teaching, one to one interaction between the teacher and student is not possible in online mode
- d) In India, internet connectivity is still a major issue particularly in rural areas while dealing with e-governance.
- e) Despite the efforts of government agencies to ensure the safety of citizens; personal data, e-governance websites are still liable to attack from hackers.
- f) There is a need of advanced servers and security system to cope up with vast amount of information eg. MahaDBT portal of Maharashtra Government, AICTE portal, PCI portal, Admission portal etc.
- g) Language barrier is still a problem to some of the stakeholders as most of the websites used only English languages limiting the usefulness to non-english knowledge people.

Best Practice 2:

1. Title of the practice:

Community Services

2. Goals:

- a) To identify development issues in rural areas and find sustainable solutions
- b) To involve engaging staff and students of institutes with neighbouring communities and using technologies for their upliftment
- c) To create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions
- d) To upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India
- e) To provide the essential services to the community by arranging blood donation camp, digital literacy program, Covid awareness campaign through social media etc.
- f) To identify the basic developmental and productive needs of a community and find ways and means to meet these needs
- g) To develop an appreciation of rural culture, life-style and wisdom amongst students

3. The Context:

The basic functions of higher educational institutions are teaching, research and service. The institute can play an important role to achieve the objectives of service through socio-economic development of villages by performing survey, organising awareness programme etc through the active community engagement. It gives individuals and groups the opportunity to take action and address issues with communities. Problems ranging from economic to social, environmental to cultural can help to rebuild inequitable systems in the life of people so that they can live efficiently and successfully. This is a continuous effort to find solutions that benefit the community, and enact collective action to empower individuals to support and improve the lives of disadvantaged communities.

Presently 70% of the population in India lives in rural areas. There are huge developmental disconnects between the rural and urban sectors such as inequity in health, education, incomes and basic amenities as well as employment opportunities - all causing great discontent and large-scale migration to urban areas. Teaching and research functions are an integral part of any higher educational institute. The third function i.e. services by the institute for community can be explored by promoting deeper interactions between IPER and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit and by catalysing acquisition of values of public

service and active citizenship amongst students and youth of the institute which would also encourage, nurture and harness the natural idealism of youth. While community learns from students and faculty engaging with them, students and teachers also learn from community knowledge and experiences. This activity also helps to educate local communities about new technological innovations.

4. The Practice:

New generation of students are increasingly unaware of local rural realities surrounding the Institute as rapid urbanisation has been occurred in India. A large percentage of Indian population continues to live and work in rural and semi-urban areas of the country. Hence IPER started the involvement of its students and staff for uplifting the life of local community. Being the Technical Institution, the IPER is committed to help the local community by knowing their basic problems. Many programmes relevant to community services have been undertaken by IPER this year.

IPER has adopted five nearby villages (Borgaon, Warud, Nalwadi, Inzapur and Sawangi Meghe) for their development under Unnat Bharat Abhiyan (UBA), a flagship programme of Ministry of Human Resource Development (MHRD), Government of India. Faculty and students of the institutes are involved in village development plan in collaboration with district administration. The execution of the programme was carried out in phases according to the decided plan. In its first phase, students and staff members carried out the survey of all the villages for collecting the basic information which includes number of private and Government schools, various diploma and degree courses, banks/ATM, primary health centres, post offices, NGOs, training centres, gas agencies, anganwadi Kendra, veterinary care centre, sports facilities, krishi mandi, type of land etc. The institute maintained interaction with Panchayat Bodies and administration.

In the second phase, baseline household survey was also carried out by the students so as to know the status of the rural community and the problem they are facing. The information was collected in terms of the type of house they are living, availability of toilet, drainage linked to the house, waste collection system, compost pit, biogas plant etc. along with their basic information and migration status. On the basis of the survey, the institute had come to the conclusion of some major problems they are facing. Some of them include the lack of proper system for disposal of household waste in some wards. Most of the nullah carrying drained water is opened that is a concern of hygiene for the villagers. The drinking water facility is not regular in some areas. Street lights are not available in some areas. The report of this survey was submitted to concern panchayat for further action.

In the next phase, the IPER has decided to organise the awareness camp in these villages so that the people will come to know the effect of drained water and dumped household waste on the health.

In addition to this, the Institute has organized the digital literacy programme for the women of these villages. More than 150 women, teaching and non-teaching staff members of the Institute attended the programme. The information regarding the digital literacy and the schemes introduced by the Government for welfare of the community were given by the speaker. Training regarding the online transaction of money and modes available for online transaction was also given by the speaker. The IPER has also organised the blood donation camp on the first day of year 2020 in collaboration with Civil Hospital, Wardha. Around 50 students have participated in the camp. Covid 19 awareness programme was also carried out by the students of the Institute.

5. Evidence of success:

- a) Issues related with the development in rural areas were identified and accordingly IPER has decided the plan of action for resolution of these issues.
- b) More than 150 women from the adopted villages got benefitted by the digital literacy workshop.
- c) The rural women got exposure about the different ways of digital transfer of money and its practical training.
- d) Around fifty units of the blood was donated by the students and staff of the Institute to Civil Hospital
- e) More than 100 peoples got benefitted by Covid 19 awareness program.
- f) The IPER has imbibed the rural culture, life style and wisdom among the students of the Institute.

6. Problems encountered and resources required:

Many initiatives from Government and Urban peoples are required for the upliftment of rural people. There is still a lack of education in rural areas. Therefore they are unable understand the schemes run by the Government. Some of the problems are the result of traditionalism and conservatism of the Rural Society. The educational institutes can increase the awareness among the rural people about health, education etc so that the attitude of the people can be changed. But funds are required from the Government or NGOs in an appropriate manner so as to improve the services of the rural sector.