



Shri Narayanrao Babasaheb Education Society's

**SHRI VENKATESH MAHAVIDYALAYA, ICHALKARANJI**

(Affiliated to Shivaji University, Kolhapur)

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ISO 9001:2015

NAAC Accreditation: B



## **BEST PRACTICE**

### **Best Practice I**

#### **Title of the Practice: Bridging a gap between Industry Demand and Skill Ecosystem**

**Introduction:** Since the launching of Skill India Mission by Skill Development and Entrepreneurship Ministry of India in the year 2015, the need of bridging a gap between industry demand and skill ecosystem has emerged as a prominent objective of education. Higher education institutions can play a vital role in building up an ecosystem for professional skills. Shri Venkatesh Mahavidyalaya, Ichalkaranji envisages to develop its students as self-reliant citizens who have potential to face challenges inherently present in the 21<sup>st</sup> century. Developing employability and professional skills of the students has been seen as a need of time by the institution. In this connection the institution established a **Skill and Entrepreneurship Development Cell**. As the IQAC initiatives, during the third cycle of NAAC the institution had introduced four skill based courses namely, **Accounting with Tally, Certificate Course in Marketing, Certificate Course in Communication Skills and Agricultural Accounting**. They were self-designed and certified by the institution. Now as a planned strategy and in tune with the national development objectives of SDE, IQAC intended to offer more skill oriented courses. As an improvement strategy of IQAC the institution decided to introduce and implement these courses with a formalized mechanism. Hence from the academic year 2019-20 the institution introduced the university approved skill and employability enrichment short term courses. The courses are run in collaboration with the Department of Lifelong Learning and Extension, Shivaji University, Kolhapur.

#### **Objectives of the Practice:**

- 1) To provide wider choice as per need of the students



- 2) To accommodate maximum number of students in providing skill based courses
- 3) To enhance the professional and employability skills of the students
- 4) To enrich the theoretical knowledge of the students with practical components
- 5) Value addition to the students' basic skills

**The Context:** The institution runs Commerce and Management programmes at UG and PG level. It was assumed that by implementing such kind of skill based courses students may be benefitted by acquiring at least one skill that will help them in their career path. Ichalkaranji, being an established textile industry town, provides multiple job and business opportunities for commerce graduates who have acquired professional skills like handling tally software, applying GST calculation concepts in Accounting, Management skills, knowledge of e-banking etc. It has been considered that Degree certification with professional skills will enhance their employability. Besides that there are many students from average income group families who cannot afford to acquire such knowledge through private institutes that charge high fees.

**The Practice:** To fulfill the objectives the following steps were taken:

- The institution shifted from self- designed courses to university approved courses to enhance its validity.
- The syllabus as per need of the students were framed by forming a Board of Studies at the institutional level and proposals were sent for their approval to the affiliating university.
- For each course a separate Coordinator was appointed, who looked after the execution of the course.





- The administrative assistance was provided for the admission and examination process.
- The students were counseled at the time of the admission to a regular degree course and were informed in detail at the induction/orientation programmes. The details of the courses were published in Prospectus.
- The systematic – batch-wise time table was prepared to execute the courses.
- The MoUs were signed in regard to providing teaching assistance and teaching facilities were outsourced wherever necessary.
- In spite of the lockdown situation, the students were encouraged to opt for the courses and online education was provided. A good response was sought by students participating in the online exercises.
- A meticulous and systematic examination was conducted for each course after the completion of course duration as per the university schedule.

**Success Rate:**

As the objective of this practice was to offer at least one skill-based professional course to the enrolled students, the implementation of the skilled based short-term courses proved satisfactory.

- 1) Due to options in the courses, almost each admitted student from B. Com. and B.B.A. Programmes received at least one skill based training.
- 2) The content of the course also enriched their knowledge of Degree Courses as the courses like “Business Administration”, “E-Banking and E-Payment” or “Introduction to Income Tax” provided additional and advanced components in the syllabus.
- 3) The Courses like Personality Development and Communication and Presentation Skills helped to receive the value addition to their basic Degree Programme.

The following table shows the success rate of this practice.



Year	Number of course offered	Number of students enrolled	Number of students benefited
2019-20	9	1769	1353
2020-21	7	203	155
2021-22	8	1189	814
Total	24	3161	2322

The present status: In the academic year 2022-23 also students have been enrolled to various courses. To add the tradition based course into the basket the two more courses named "Yoga" and "Mehandi" are introduced for girl students.

#### **Problems Encountered and Resources Required:**

##### **Problems:**

- 1) Large number of aspirants demanded distribution of students into several batches.
- 2) Wherever necessary, expertise from outside had to be invited for training purposes.

- 3) Lockdown affected the examination schedule and face to face education in practicing some of the course work.



**Resources Required:**

- 1) Outsourcing of expertise faculty
- 2) Computer Labs and Internet Connectivity
- 3) Online methods and e-resources.

**Best Practice II**

**Title: Sustainable Attempts in acquiring 21<sup>st</sup> Century Digital Skills**

**Objectives:**

1. To make students aware of the 21<sup>st</sup> century skills;
2. To enhance students' cognitive and technical skills;
3. To expose students to the concepts such as digital rights and digital citizenship

**Context:**

UNESCO has set 17 Sustainable Development Goals (SDGs) in 2015 in which it claims "shared blueprint for peace and prosperity for people and the planet, now and into the future". UNESCO aspires to fulfill the SDGs by 2030. The SDG 4 is dedicated to quality education where it upholds the idea of digital literacy and expects youths/adults to acquire "at least a minimum level of proficiency in digital literacy skills". The government of India also is keen to enhance digital literacy through platforms such as National Digital Literacy Mission (NDLM). The NDLM aspires for technical literacy and through it to help the youths to think critically. The 21<sup>st</sup> century is a





digital society where it has become necessary to acquire the digital skills. To be digitally literate, one is required to acquire certain skills. These skills are often termed as 21st century skills. The 21<sup>st</sup> century skills involve the three sets of skills: information, media, and technology; learning and innovation skills; and life and career skills. The institution took defined initiatives for digital enhancement at both the faculty and the students' level.

### **Practice:**

#### **Initiatives at Infrastructural level:**

The institution made attempts to enhance the infrastructure by adding a number of computers in the computer lab. Along with the wi-fi connectivity the bandwidth capacity of the internet connections was increased from 2 MBPS to 100 MBPS. The e-governance was boosted with the installment of advanced and modified software. The regular maintenance of LCD projectors was monitored.

**Faculty Development initiatives:** To make the faculty digitally equipped, they were provided facilities and special training workshops were arranged for teaching and non-teaching staff. Faculty was encouraged to take online courses for ICT based teaching learning. In the lockdown period the use of ICT became the very need of time. Right from the admission procedure till the examination Faculty were given training to use and handle ICT platforms and prepare videos/online presentations through PPTs. A very well planned time table was implemented in conducting online lectures. For the smooth administration online meetings were conducted through the Webex, Zoom or Google meet platforms.

In the new normal period and post lockdown scenario too the use of ICT has been made sustainable in the teaching learning process.



**Initiatives for Student participation in adapting digital literacy:** During the assessment period, keeping in mind the stated context, the HEI deployed certain strategies and carried out different activities to make the students digitally literate.

- **Organization of Online Competitions:** The Girls Forum and Cultural Department of the college organized Online Competitions of singing, dancing, Hand-writing, Drawing Mehendi, Rangoli, Hair style and elocution competitions. Students were asked to prepare videos.
- **Online Participation in off the campus competition:** Students participated in elocution, singing or Online Research project competitions organized by other institutions and achieved ranks.
- **Organization of Online Co-curricular Activities:** syllabus component based exercises were conducted online in which students prepared wallpapers related to cross cutting issues or pieces of Advertisement in the Ad making competition were prepared by students. Students were asked to prepare powerpoint presentations and use emails for sharing the same. Digital Ad –making competition was organized to encourage students towards digital literacy.

**Evidence of success:**

During the pandemic period, due to social distancing and the other restrictions of the lockdown, online teaching remained the only option. But as the students and teachers were well aware of the use of digital tools, the teaching-learning did not hamper. A specific timetable made for the online teaching was followed meticulously. The practice also helped to inculcate the concept of digital rights and digital citizenship. Consequently, the students participated in the various online





competitions; and bagged prizes. Performance of students in university exams remained satisfactory. Sanika Dinesh Phadake achieved I rank in Classical Vocal category in online Shivaji University District Level Youth Festival as well as Central Youth Festival. Ruchita Rajendra Bora stood third in online Mehendi Competition in Shivaji University District Level Youth Festival. Pushpa patil participated in an online test organized by Anudeep Computers and participated in AIRNext Youth contest organized by All India Radio, Division Kolhapur. Participating in Online Faculty Development Programme provided faculty an opportunity to upgrade their professional skills and benefited in their career advancement

**The problems encountered and resources required:**

- For digital literacy, the requirement of digital tools such as computers or smartphones is a must. But it is observed that some of the students could not afford these tools.
- Technology changes rapidly. For teachers, it has become essential to maintain pace with the changing technology. To make the authentic resources available regularly is really a challenging task.

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