

SHRI NARAYANRAO BABASAHEB EDUCATION SOCIETY'S

**SHRIVENKATESHMAHAVIDYALAYA,ICHALKARANJI**

(Affiliated to Shivaji University,Kolhapur)

**ESTD:1983**

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**NAACACCREDITATION:'B'**

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**BEST PRACTICES**

**2021-22**

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## **BEST PRACTICE: I**

### **Title of the Practice: A Bridge between Industry Demand and Skill Ecosystem:**

As an improvement strategy of IQAC the institution decided to introduce and implement professional and employability related courses with a formalized mechanism. The institution introduced the university approved skill and employability enrichment short term courses 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. Beside that there are many students from average income source 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:

- shift from self- designed courses to university approved courses
- Appointment of For each course a separate Coordinator.
- Provision of clerical assistance
- The systematic – batch-wise time table was prepared to execute the courses.
- M o Us to provide training facility
- 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) The content of the course 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 advance 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 chart shows the success rate of this practice.

Year	Number of course offered	Number of students enrolled	Number of students benefited
2021-22	8	1189	814

### **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 purpose.
- 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 Towards 21<sup>st</sup> Century Digital Skills**

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 the 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 the 21<sup>st</sup> century 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:**

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

Addition of Computers in Lab

Internet connectivity increased up to 100 MBPS Boost in e-governance

Use of ICT based Classrooms

**Initiatives for Student participation in adapting digital literacy:**

**Organization of Co-curricular Activity:** In the academic year 2021-22 the students were asked to prepare digital advertisements as well as PPT slides on different issues. The programme on SWAYAM was also conducted to provide students and faculty information about digital platforms of learning. Students were encouraged to prepare their videos on the topics of human values.

**Evidence of success:**

19 students got prizes worth Rs.5000 in such competition. 5 Faculty and the 40 students completed the online courses from SWAYAM/Ramanujan College/ Springboard etc. platforms. One of the students Mr. Prathamesh Indulkar has started his You Tube Channel and is invited as a guest speaker at various places all over the state of Maharashtra.

**The problems encountered and resources required:**

- 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.

-Sd/-

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-Sd/-

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