Sri Bhagawan Mahaveer Jain First Grade College

Geetha Road, Robertsonpet, KGF-563122

Accredited by NAAC B+ Grade

(Affiliated to Bengaluru North University)

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format.

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7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format.

Best Practice 1

Title: Employability Skills Program (Mahindra Pride Classroom)

Objectives:

- To provide students multiple professional alternatives to assist them in potential career paths following graduation.
- To develop core competencies required for the industry such as communication skills and collaboration, leadership, creative thinking and problem-solving skills, personal management, the ability to work in teams or groups and leadership effectiveness.
- Students are prepared in the best manner to represent their thoughts in a concrete and effective way so as to market themselves as professionals.
- To foster positive relationships and effective collaboration within team members including conflict resolution, negotiation and networking.
- To develop their ability for adapting a change, manage stress and bounce back from setbacks.

Context:

Most students display excellent theoretical knowledge but lack basic analytical skills required for a job. NASSCOM-McKinsey report has said, "Currently only about 25 per cent of technical graduates and 10-15 per cent of general college graduates are suitable for employment".

Recognizing this gap, SBMJC in collaboration with Naandi Foundation (a Tech Mahindra initiative) aims at organising an Employability Skills Program designed to equip students with the vital skills required to enhance their employability prospects. This comprehensive program will focus on developing key competencies, including communication, teamwork, problem-solving, time management, and leadership.

By participating in this program, students will gain a competitive edge in the job market, increase their confidence, and develop a stronger understanding of the skills and qualities valued by employers.

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Practice:

The following training programme activities help to achieve the practice:

1. Classes are conducted by Pavithra L. and Preethi Lekha Sounder Rajan, professionals from Naandi Foundation - Naan Mudhalvan, to deliver lectures on employment skill topics that can provide students with valuable insights and perspectives from practitioners in the field.

2. The classes will cover on the topics such as communication, leadership, emotional intelligence, time management and conflict resolution.

3. These activities can help students to identify their strengths and areas for improvement and receive constructive feedback from the professionals.

Naan Mudhalvan – Employability Skills Program Timeline:

SI No.	Day's	Program Flow
1	Day 1	Life skill : I am Unique
2	Day 1	Soft Skill : Body Language & Professional Grooming
3	Day 1	Communication skill : Importance of English
4	Day 2	Life skill : Good health for good life
5	Day 2	Soft skill : Goal Setting & Time Management
6	Day 2	Interview skill : Job opportunity
7	Day 3	Communication skill : Professional Communication
8	Day 3	Life skill : Digital Identity
9	Day 3	Interview skill : Presenting a Project
10	Day 4	Soft skill : Professional Ethics
11	Day 4	Life skill : Critical Thinking
12	Day 4	Interview skill : Acing a Group Discussion
13	Day 5	Interview skill : Interview Readiness 1
14	Day 5	Presentation skills : Group presentation (Output Session)
15	Day 5	Presentation skills : Group presentation (Output Session)
16	Day 6	Life skill : Problem solving
17	Day 6	Interview skill : Interview Readiness 2
18	Day 6	Recap and Closing

Note: All the lesson plans were delivered in face to face mode for 6 days.

Evidence of Success:

- The students have gained confidence and skills to face the placement interviews
- The number of students attending the placement drive has increased.
- An increase in the number of students placed in different companies.
- Higher level of academic achievement among the students.
- The multifaceted and much disciplinary learning experience gives them a strong sense of confidence in handling challenging situations.
- 128 students completed the programme, boosting their employability and career options.

Problem Encountered:

The following are the main issues that need to be resolved when designing and implementing the practice:

- As the University academic calendar of events was compact with more exam schedules, it was difficult to implement our planned schedule.
- Irregular attendance can reduce the effectiveness of the program, as students may not gain the full benefits of the training.

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format.

Best Practice 2

Title: Beyond the Classroom: Refining Tomorrow's Responsible Leaders

Objectives:

- To create a sense of responsibility in students regarding different social, political, economic, and environmental issues prevailing in society.
- To foster a spirit of community service by encouraging students to actively contribute to local and global causes.
- To support students in becoming proactive citizens who can influence positive social change.
- To empower students to critically analyse societal issues and think creatively about solutions.
- To engage students to participate in activities conducted by NSS, Rotaract Club, and Red Cross etc. in organising various Civic consciousness programs.

Context:

In today's rapidly evolving world, it is crucial to empower students not only with academic knowledge but also with a deep sense of social responsibility. By engaging in discussions and activities related to social, political, and environmental issues, students can develop a deeper understanding of the challenges that the world faces and learn how their actions can contribute to meaningful solutions.

This approach encourages students to take ownership of their future, fostering a generation of informed, empathetic, and responsible citizens who are equipped to make decisions that benefit both themselves and the communities they belong to and motivates them to engage in activities that support social good.

The institution actively organizes variety of programs aimed at fostering social responsibility among the students to become better citizens with good leadership qualities, empathy, and a commitment to make a positive impact in society.

Practice:

The institution emphasizes that education is incomplete without social commitment and is dedicated to advancing social work for the benefit of the community. By encouraging students to participate in activities that advance society as a whole, the institution hopes to cultivate in them a sense of social service.

Such activities are mainly carried out by NSS, the Rotaract Club, the Red Cross Society, the Anti-Drug Cell, Rangers and Rovers and Human right cell, in which the students and the lecturers partake enthusiastically.

The NSS organized Crime and Road Safety Awareness Program, Crime Awareness Program, Awareness Rally on Say no to Drugs, Drug Awareness Program, World No Tobacco Day, Swaach bharath program and Young voter's awareness program. The Red ribbon club organized World AIDS day. The Human right cell organized Human Rights Day. The Rotaract Club organized Marathon on "DRUG FREE KGF", Marathon in Collaboration with Police Department and Blood Donation Camp. The Anti-Drug Cell organized awareness program on "Drug Menace" and the Rovers and Rangers organized a Visit to Happy Home.

Evidence of Success:

The institution conducted 14 awareness programs through various cells and clubs, the following outcomes have been observed as evidence of success:-

- Students encountering a variety of social values.
- Raised consciousness about the negative consequences of drugs in society.
- Collaborative learning opportunities for students, combining practical experience and community involvement.
- Life skills fostered and embedded in students.
- Constructive involvement in the election process.

Problem Encountered:

The following are the main issues that need to be resolved when designing and implementing the practice:

- Coordinating events and ensuring student availability often conflicted with academic schedules.
- Additional costs for setting up different extension programs.
- Parents' reluctance to let their female wards participate in extension activities.
- Some students hesitated to donate blood due to fear or misconceptions about the process.

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