



Best Practices

2018 - 19

Name of the Practice:
Life Skills Training Programme in Association with external agencies

Goal:
The goal was to empower students with employment specific skills



Collaboration with Antarang



Context:

Youth in India are struggling to find a job even after completing education and getting a degree. This is especially difficult for disadvantaged youth who end up taking up low paying jobs so that they can support their basic needs. Also, the youth have limited knowledge of the career options that they have and also about the skill set that they require for better employment. The Department of Commerce collaborated with Antarang Foundation to address this issue of students being under-skilled for employability even after acquiring their graduation degree



About Antarang:

Antarang Foundation is a Mumbai based NGO with a primary goal of bridging the gap between Education and Employability for youth. Through their structured program– CareerReady Employability Skills Program. Antarang guides youth on career choice, trains them in core employability skills, connects them to employment opportunities of their choice and continues to mentor them through a network of mentors until they integrate well into careers of their choice.

Primary Objective of the CareerReady Employability Skills Program

The primary objectives of the Program are:

- To help youth identify their strengths and link it up to a suitable career choice
- Helping student get ready for job interviews
- Exposure to various forms of employment opportunities
- Connecting them with potential employers

Collaborating with Antarang at Valia

In Valia College, the program started with Antarang conducting program orientation sessions for Third Year B.Com students with regards to the benefits, the need, the commitment expected from students etc. After which interested students enrolled for the programme. For the first batch that started in the month of July and went on till September, 30 students were shortlisted of which 24 students successfully completed the program.

Due to the positive feedback from the first batch and considering the demand for the program, a second batch was started in the second term. It commenced from December 2018 and was over in the month March 2019. Of the 30 students enrolled for the second batch, 24 students completed the programme.

CareerReady Employability Skills Program

Over the 40 sessions as a part of the program, the following concepts were covered:

- Self Awareness activities - these measured the students' Interests, Aptitude, Personality, Realities, Aspirations and Support Systems.
- Career Awareness - detailed information on 8 popular Career choices was given and students' Fitment was assessed.
- Work Skills and Work Ethics - grooming, personal presentation, communication, stress & anger management, interview readiness and essential employability work ethics.
- Career Linkages - education (mainstream / vocational) and career linkages (part time / full time / internships) are being made.

The training program consisted of various activities to help the group connect with each other and the trainer. Sessions would typically be in teams thus helping the students to develop their team work skills. The teams were given many case studies



and asked to debate over values, judgments and decision-making styles. Besides team-work, there were individual exercises that involved the participants developing their individual career plans. At regular intervals, Exposure Visits and Expert Speakers enabled the students to have first-hand experience in different sectors and then make suitable career decisions. As a part of the program students visited variety of places - Eureka Forbes Corporate Office, Jawed Habib Salon, Domino's Pizza and Axis Bank and interacted with various professionals. Career linkages were provided to students based on individual career plans. The most important aspect of the program was connecting students to their mentors. As a part of a 12 months intervention, students were assigned a mentor from their respective field, who guides them during the first steps in the workplace.

Further, Computer and English-speaking courses are also offered as value additions, to students who graduate from Antarang's CareerReady Program.

Details of Students completing Antarang in the year 2018-19

Students – Batch 1		Gender		Students – Batch 2		Gender
Afreen	Padiyar	F		Amrin	Shaikh	F
Akshata	Zagade	F		Brijesh	Chauhan	M
Anjali	Gupta	F		Divya	Gogge	F
Anju	Yadav	F		Gousiya	Khan	F
Bhavika	Sadavarte	F		Kumkum	Sharma	F
Darshan	Jain	M		Lakshmi	Dhangar	F
Deepti	Tupe	F		Madhu	Natekar	F
Farhin	Sayyad	F		Maheshwari	Gundale	F
Gulafsha	Shaikh	F		Mohini	Abgul	F
Halima	Khan	F		Pinki	Sharma	F
Jyotsna	Kumhar	F		Pooja	Saroj	F
Kaneez	Shaikh	F		Poonam	Paani	F
Khushbu	Mahto	F		Priti	Shinde	F
Kismatun	Shaikh	F		Renuka	Babu	F
Mamata	Bhavkar	F		Sahiba	Khan	F
Masira	Memon	F		Sangeeta	Kounder	F
Nazmeen	Shaikh	F		Seema	Yadav	F
Parita	Malvia	F		Shweta	Koteshwar	F
Pranay	Mohite	M		Sufya	Khan	F
Rubina	Banikar	F		Supriya	Salaskar	F
Rupali	Johare	F		Tanvir	Shaikh	M
Samruddhi	Gawade	F		Vandana	Maurya	F
Shama	Shaikh	F		Venkatesh	Gumma	M
Tejal	Shelke	F		Zeenat	Faiyaz	F

Antarang : At a Glance



Nikhil Paul from Antarang conducting orientation session for TYBCOM students



Visit to Eureka Forbes for and interaction with Mr. R.S. Moorthy, CFO Eureka Forbes

Exposure visit to Axis Bank



Visit to Antarang's office at LalBaug

Interaction with Officers from RBI

Valia College being felicitated as Antarang's 'Champion Partner' at Antarang's Graduation Day Ceremony held in K.C. College on 6th April 2019



Antarang Trainers engaging with parents of students enrolled for the program for career discussion and guidance and feedback from the parents about the program



Foreign Students from Turkey Afghanistan and Africa studying and working in India sharing their global experiences with our students



Collaboration with Teach India

TEACH INDIA
an initiative by: THE TIMES OF INDIA



About Teach India:

Teach India is a Corporate Social Responsibility initiative of The Times of India. With the British Council as its knowledge partner. Currently operational in Delhi and Mumbai, the initiative focuses on promoting volunteerism and imparting spoken English skills to underprivileged youth to enhance their employability

Teach India Programme -

The ability to converse in English opens the doors to employment in various sectors. The Times Group launched Teach India as an initiative to teach spoken English to the youth belonging to the underprivileged sections of the urban society in order to make them employment ready. The British council has designed the curriculum and is involved in for training the volunteers who will be imparting the curriculum to the learners. The target of the training is to make students job ready in terms of spoken English requirements. The program proactively attempts to build a bridge between the learners and the potential employers and connect the two.

The programme aims to give learners the confidence to use English in contexts such as retail, customer service, travel and hospitality, financial services and job interviews. They then train classes of learners for three months, using the English for Employability course. On completion of the course, the learners get a certificate which is jointly certified by both The Times Group and British Council



Collaborating with Teach India at Valia

In the year 2018-19, the Department of Commerce collaborated with Teach India for imparting training to Valia College students. It started with Ms. Mary Mukherjee conducting an orientation session for all the S.Y.B.Com students about the course and its benefits. On the basis of the number of students interested in the course, a screening session by way of written exam was conducted on 12th July 2018. Students were identified for the course on the basis of their performance at the screening test. These students were allotted two Teach India Volunteers – Ms. Kritika and Mr. Deepit.

The batch that underwent the Spoken English Training Program consisted of 31 students with relatively poor proficiency in English. The curriculum for the Spoken English Programme has been designed by British Council focusing on functional spoken English requirement for entry-level jobs. The sessions have been designed into 2-hour daily capsules, 6 days a week. The curriculum has a learner-focused approach, with the teacher acting as a facilitator rather than a dispenser of knowledge. Collaborative learning methodologies have been extensively used. After a set of modules on strengthening core spoken English, the learners were trained on the use of language in occupational scenarios, to make them job-ready. Even the assignments in the curriculum were based on examples from relevant industries like retail, financial services and hospitality, thus ensuring the industry relevance. The program also includes a module focused on soft skills and interview skills which equip the students in facing professional environments.

Sr.no.	Name	Gender	Sr.no.	Name	Gender
1	Aaquib Shaikh	M	17	Priti Jangid	F
2	Aarti Gupta	F	18	Priya Bovane	F
3	Ain Shaikh	F	19	Ragini Das	F
4	Akash Gaud	M	20	Riya Soni	F
5	Ashwini Sonawane	F	21	Roshni Karkare	F
6	Atul Gudodhe	M	22	Rukhsar Lala	F
7	Avneesh Pandey	M	23	Sadhana Bacche	F
8	Firdous Patel	F	24	Sameer Shaikh	M
9	Komal Sadvilkar	F	25	Shabnam Lakhani	F
10	Mansi Jadav	F	26	Sumaiya Shaikh	F
11	Mayuri Gaikwad	F	27	Tejal Walunj	F
12	Meena Raju	F	28	Ujwala Karande	F
13	Namrata Mishra	F	29	Utkarsha Vane	F
14	Nasir Shaikh	M	30	Vaibhavi Pednekar	F
15	Nazmin Charaniya	F	31	Vinamrata Karekar	F
16	Nilisha Lad	F			

TEACH INDIA AT A GLANCE



Ms. Mary Mukherji conducting orientation about Spoken English Program



Students appearing for screening of Spoken English Program



First Batch of Teach India Spoken English Program on successful completion of the course



Students displaying their Spoken English skills through a Skit performed in English



Ms. Mary Mukherji from Teach India, Shri Ajit Balan and Principal Shobha Menon distributing certificates and congratulating students on completion of the course





Problems encountered and Resources required:

Both the programs, Antarang and Spoken English shared almost similar problems. One of the problems was that of infrastructure. At times due to extra-curricular activities, exams etc., classrooms were not available. Also, both the programs saw a substantial rate of students drop out. When discussed with the students dropping out of the courses, one of the common issues that was identified, was that of difficulty in juggling between college, employment and Teach India or Antarang course. Many students have to work after college hours either to financially support their family or to manage their expenses. As a result, they decided to give up these courses. Also, some of the students especially the ones in the T.Y.B.Com quoted the issue of their coaching classes.

Evidence of Success

With the Teach India Programme, 31 students have gained confidence about their spoken English skills. With Antarang, 48 students have gained greater clarity about their career choices and have got a mentor to guide them through for making informed career choices. Most of the students who completed the CareerReady Program are placed. The rest are in the process and are being groomed through English speaking Courses and Computer Skills development courses for better employment prospects.

*For its two batches completing the CareerReady Employability Skills Program successfully in the first year itself, Valia College was felicitated as Antarang's '**Champion Partner**' at Antarang's Graduation Day Ceremony held in K.C. College on 6th April 2019.*



Name of the Practice: Continuous Evaluation Program

Goal:
Assessing and evaluating students throughout the academic year

Context

Continuous Internal Evaluation was included in the assessment model to evaluate skills and abilities which are essential for the courses being taught but are difficult to assess using conventional semester end examinations.

Practice

Continuous evaluation is conducted through various activities throughout the academic year for B.Com, BMS, BAF, BSc. IT, and BMM, for all courses FY, SY, and TY. Taking cue from syllabus interpretation and the learning outcomes for every course, faculty members were directed to select from different methods of internal evaluation like periodic class tests, quizzes, presentations, assignments, tutorials, objective questions, debugging errors in programs, etc.

The most frequently adopted methods included class tests, presentations and assignments on extended topics with reference to what was being taught in the classroom.

Class tests –The test results help learners to identify the areas that need improvement and acts as an effective feedback mechanism in classroom teaching. Assignments and Presentations –Assignments help learners to imbibe the concepts discussed in class and present them in writing which allows the teachers to analyse the conceptual clarity as well as writing skills of the learners and make appropriate suggestions to them. Presentations allow for development of other skills like communicating ideas along with use of technology to achieve more effective exchange of thoughts.

Evidence of success:

CIE has aided in ensuring assimilation of concepts that are at the core of various courses. This method of evaluation has been found effective in gauging the clarity of concepts and has also helped students by maintaining focus and learning discipline throughout the semester. It is highly effective as it is a constant probing that allows learners to adopt the best way to move forward.

CIE model has aided to improve the comprehension and application of learnt concepts, communication and social skills, personal interest in learning and bring about a positive attitude amongst learners. In addition, it has also helped learners to keep track of their studies and aided them in the process of preparation for the final term end examinations.

Problems encountered and Resources required:

In the beginning, it was difficult to convince the students of the benefits and importance of this kind of evaluation as it does not involve marks.

Various methods of Continuous Internal Evaluation used in the year 2018-19



Students presenting their work in an exhibition stall – put up as a part of Export Marketing activity to evaluate students’ knowledge with regards to promotion



Students appearing for Written Tests



Students presenting the given topics as a part of Continuous Evaluation