

## **BEST PRACTICES**

### **Best Practice I**

#### **1. Title of the Practice**

Training local rural women through self-help groups and Mahila Mandals for skill-based activities/ courses.

#### **2. The context that required the initiation of the practice**

To help non-working women to undertake self-employment or part time earning. Head of the family/ gents from the family usually go for work/service in the morning and house wives remain at home taking care of the children or idle. If such women are trained with skill-based activities/ courses that will help them to undertake self-employment or can take part time job and support their spouses and family.

#### **3. Objectives of the practice**

- To train rural women (housewives) for undertaking self-employment.
- Empowerment of local rural women for self-employment through trainings in skill-based activities/ courses.
- To train self-help groups and Mahila Mandals in preparation of various items such as food items (chocolate preparation, cake baking, snacks preparation, Chinese fast food preparation, masala, etc), tailoring, artificial jewellery making, candle making cotton bag making, agarbatti (incenses sticks) making, soaps and detergents preparation, etc.
- To train rural women to obtain finance from Govt. schemes and also to learn marketing skills.
- To inculcate concept of learn, earn and teach.

#### **4. The Practice**

This activity is undertaken by the extension activity cell of the college with the support of management of Ponda Education Society. Various departments of the college also undertake such types of activities.

Help of women self-help groups and Mahila Mandals was taken to contact women of their areas and convince them about the benefits of the self employment courses. P.E.S. Management members, staff and students take keen interest in generating awareness of these activities among the rural families living in the villages in the vicinity. Experienced trainers are involved in providing the knowhow of the preparation of the various products. Faculty and students also take part in training as resource persons. While conducting the various skill-based courses, opinion of housewives, members of Mahila Mandal was taken into consideration in selection of the skill-based courses. Courses are conducted in the rural areas closer to their place of stay. Along with the technical procedures they are also given lessons on finance and marketing. Raw materials required for the various product preparation are supplied. Certificates are issued to the participants.

#### **5. Obstacles faced if any and strategies adopted to overcome them**

Initially, participation response was less due to lack of confidence, and mothers were reluctant to join by remaining away from their children. Awareness work and permitting infants/ children during training at the venue and selecting a venue closer to their place of stay helped to resolve the problems.

#### **6. Impact of the practice**

Many housewives/ ladies have started business of their choice on small scale or have taken part time jobs in the field or have formed/ strengthened self-help groups and have become independent helping their family. Some of them are training others (Family members, friends, relatives, neighbors, etc.)

#### **7. Resources Required**

Expert trainers, raw material for the courses, suitable place and financial support for conduct of skill-based course. P.E.S. Management is kind enough to support this activity.

Last three years we are following this practice and have conducted 17 training programs (his academic year we have undertaken 7 activities) imparting skill-based training to 359 women.

## **Best Practice II**

### **1. Title of the Practice**

#### **Short-Term Certificate Courses**

### **2. The context that required the initiation of the practice**

Our nation is endowed with youth power and we are facing an acute shortage of skilled youth who are self and industry employable. Conduct of short-term certificate programmes for graduating students will expose them to different skills while completing graduation and will allow them to select a career of their choice. Most of the students in our college are coming from rural background and are from financially weaker section. They can thus follow the concept of earn and learn through such courses.

### **3. Objectives of the practice**

- To provide opportunity to our graduating students to learn various skills.
- To make our graduates suitable to undertake self-employment.
- To provide opportunities for choosing careers and shaping their hidden qualities/ Art/ interest.
- To inculcate concept of Earn and Learn.

### **4. The practice**

The certificate courses conducted in our college are non-credit, are general or subject specific and skill oriented. They are offered over and above the curriculum and are conducted after regular academic hours of the students or on Sundays or during vacations. Fees charged are very nominal. Curriculum and designing of the courses are done by our faculty under the guidance and support of the professional experts. Every course designed is discussed in IQAC meeting before implementation. Faculties/ expertise are mostly amongst staff (Teaching/ Non-teaching)/ Students/ Alumni of the college and also professional experts from the fields. Minimum duration defined for the course is 30 clock hours. Most of the courses are conducted in the campus and few are in collaboration with other institutes or NGOs. Curriculum of the certificate courses includes Field visits, Practical training, workshops, etc. At the end of the course evaluation is done by conducting written or oral exams/ presentations/ exhibition, etc. as per the requirement of the course. Certificate of satisfactory completion of the course is ceremonially issued to the participants. To support such courses especially chocolate making, food production, etc. college has established a Food Technology Incubation Center.

## **5. Obstacles faced if any and strategies adopted to overcome them**

Time constraint to conduct the certificate courses during the regular schedule of the semester as a result of which the courses are conducted during the end of the semester or during vacations.

## **6. Impact of the practice**

- A variety of certification programmes customized to suit the needs and requirements of students bridge the gap in curriculum-based learning and skill development to get jobs and self-employability.
- Entrepreneurship skills developed amongst the students.
- With completion of the certificate programme graduating students may have access to better career opportunities and also importantly benefit in the foundation for further studies.
- Certificate courses enhance and widen the knowledge and skills of the students that resulting in independent student entrepreneurs.
- The certificate indicates that specific skills have been developed and specialized training has been received.
- Through these courses' students inculcate concept of Learn, Earn and Teach.

## **7. Resources required**

Space and material for the conduct of certificate course. Resource person specialized in respective skills and dedicated trainees.

From last two academic years this practice has been followed 15 different certificate courses have been designed and conducted by the departments of the college. This year nine different certificate course were conducted and 311 students were trained.

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