

**SIES College of Commerce and Economics,  
Sion (East), Mumbai – 400 022.**

**Best Practices**

**1. Title of the Practice**

**SWAYAM PRABHA, A** Capacity Building and Skill Enhancement Initiative

**2. Objectives of the Practice**

An institution must act as a centre for promoting individual growth and development. To this end, it must facilitate the career progression of students, teaching and non-teaching staff.

Employment and career growth requires a focus on employability skills as well as all round personality development of students and staff. Hence, various programs, seminars, workshops, guest lectures and short term courses are envisaged to fulfill the objective of capacity and skill enhancement.

It is imperative to align with national missions and prepare students and teachers financial, digital, entrepreneurial and life skills so that they can become agents of social and economic change.

**3. Context**

As an institution mainly imparting education in the field of commerce, it is required to prepare students for employment in the commercial and financial sector. Students also have to be prepared and encouraged for higher studies in the field of commerce, accountancy, banking and finance.

Though the different syllabi are revised by the university they are not synchronized with industry trends. Hence there is a need to identify and fill the industry-academia gap and bridge the skills gap as well. Since the college is located in the heart of commercial capital of India, the college is able to tap the expertise from industry and study employment and hiring trends. This enables the college to design short term courses and value added courses, programs, workshop for student progression. At the same time, it is equally necessary to encourage and enhance teaching methodologies and professional competencies. Therefore, case study writing workshop, ICT enabled

teaching, counseling and mentoring guidance, research paper writing skills, presentation skills, research and professional ethics are some of the key focus areas for faculty development.

The non-teaching staff is an important resource and support for the institution. For their development, several workshops are organized.

#### **4. Practice**

In order to align with the national mission of skills development, the college organizes several programs in the areas of enhancement of financial, digital, social and cultural skills:

##### **a. Students**

###### **i. Mentoring:**

Faculty-student and peer-peer mentoring is implemented across the courses where exchange of thoughts, ideas and support is extended for career and mental health issues.

###### **ii. Professional Development – Add on Courses:**

Certificate course in GST, Training students for Competitive Examinations like UPSC & MPSC, Siddhika – Training programme on Mutual Funds for girl students, Advanced Excel and Life Skills, Tally Training, etc.

###### **iii. Employability based programs:**

Placement training program, Career ready employment program by Antarang, Soft skills development & CV writing sessions, Session on Digital Financial literacy by NPCI (National Payments Corporation of India), Internship Fair, workshops on interview skills, etc.

###### **iv. Career Guidance sessions**

Annual Inter collegiate Career Fest – Disha 2018 which covered 12 career based seminars on alternative careers like Law, Aviation, Image Management, Food Photography, Food Blogging, Pre-requisites for MCA, Budget Analysis, Supply Chain Management, etc.

###### **v. Soft Skills:**

Sessions on Multi-Tasking, Time Management, Interpersonal Communication, Confidence Building, etc.

###### **vi. Student driven Initiatives:**

College festivals organized across courses are student led and student driven. To enhance leadership, management and organizational skills and harness their they provide practical exposure, experiential learning, resource & financial management, public relations, administrative skills, digital skills, leadership skills, negotiation skills, conflict resolution skills potentialities, students are mentored by the faculty to organize various co-curricular and extra-curricular activities like SIES Debate, Model United Nations, Buddhi, Disha, Fantasies, Finova, Finatix, Fiontra, Food Festival and a variety of cultural programmes..

**b. Faculty**

**i. Competitive Exams:**

Training sessions on NET-SET exams,

**ii. Research Skill enhancement:**

FDPs on Research Proposal development, statistical tools, qualitative research, SPSS, SEM-AMOS, citation techniques, etc.

**iii. ICT enabled Teaching:**

E-Content Development, Blended learning, ICT tools for teaching, etc.

**iv. Evidence of Success**

The efforts taken by the college for skill upgradation and enhancing employability was well received by students. Students of BBI course joined and completed Antarang program successfully. More students across courses registered for placement and internships. The number of students places in companies also increased. During Disha, the career fair, a large number of seminars and study abroad seminars were organized which motivated students to take up higher studies in India and abroad.

Students learnt leadership skills, interpersonal and communication skills, team work, multi-tasking, enhancement of Emotional Quotient, resource mobilization, utilization and financial accountability. This builds the attitude and aptitude of learners.

All college fests were successfully organized with more events and increased student participation. Students successfully raised funds through sponsorship to ensure self-sufficiency.

**v. Problems Encountered**

A number of students have enrolled for professional courses and are unable to manage the time for balancing academics, professional training and skill upgradation. Students are familiar with a linear and conventional career progression path based on UG to PG education. Students at UG level lack clear understanding of personal and professional aptitude. Students focus is often on involvement and enjoyment of regular college activities rather than in gaining skill based proficiency.

Students often succumb to peer pressure in choosing courses, subjects, electives and careers. Students are less motivated to pursue add on courses for capacity building due to poor time management and lack of formal credits in the present examination system.