

ESTD.  
1964



20

**SHYAMPUR SIDDHESWARI  
MAHAVIDYALAYA**

24

AJODHYA, HOWRAH -711312

**SELF STUDY REPORT ( CYCLE - II )**

ESTD.  
1964



20

**SHYAMPUR SIDDHESWARI  
MAHAVIDYALAYA**

24

AJODHYA, HOWRAH -711312

## **Criterion 7**

### **7.2.1: Best Practices**

## **2. Earn While You Learn**

## **BEST PRACTICE 2**

**Title: Earn While you Learn: Indigenous Support System to Enhance Job-Skills of student**

### **Objectives:**

- i) **Bridging the gap between knowing-and-doing:** To bridge the gap between the content taught in the classroom-situation and the skill-sets required in the actual job-scenario.
- ii) **Expertise:** Students can closely observe real-time operation of several official-procedures including the use of ERP-systems, accounting-software, HR-related-software, data-entry-operation and report-preparation.
- iii) **Stipend:** Enabling students to pay tuition-fees or associated-expenses utilizing the stipend-received.
- iv) **Job-readiness:** Inculcating skill sets such as knowledge, use of related office-software, collaboration, communication-skills make them potent for job-market.

### **The-Context:**

The Institute is in a rural-background, provides highest-level of education at affordable-tuition-fees for rural-students; however, over the years it has been observed even the said-amount becomes difficult for a section of potential-students to pay tuition-fee in-time, resulting in discontinuation of study even at the final-year.

This scheme is unique as it provides direct-financial-benefit to incumbents; however, it's not just free-ship/scholarship; it has a sense of developing pride among students. Earning-by-doing not only helps financially but also develops real-time job-skills for students.

### **The-Practice:**

- i) At the beginning of the semester official notice is issued by Principal's-Office
- ii) Students are asked to apply within certain time-frame
- iii) Students applying for the scheme are asked for an interactive-session with a panel-of-experts comprising of HoI, Bursar, HoDs concerned, and selected members of IQAC.
- iv) List of selected students is published and students are assigned to work under various Job-profiles. In each job-profile they work in a group and are supervised by a faculty-mentor. Some of the areas include i)Accounting, ii)Report-Generation iii)Materials-Management iv) various Criteria-Heads under IQAC-and-NIRF report-submission v) laboratory-upgradation etc.
- vi) Only students with 75% class attendance are allowed to be part of this scheme and they do their assigned-job between class-break and recess.
- vii) Attendance of students is noted and verified by concerned-faculty-supervisor.

viii) Financial-benefit is provided monthly.

ix) Entire process is reviewed every-year and new-students are included accordingly.

### **Evidence of Success:**

i) Started in 2019-20 Academic-Session, this scheme has enhanced job-readiness and all of them secured placements immediately after completion of their degree. Overall placement scenario (considering all types of job-prospects, Govt.,private, public-sector, local-administration) of the Institute has improved since the inception of this unique-scheme.

ii) Improvement in Drop-out-rate; as it has enabled many students to pay their tuition-fee on-time.

iii) Improvement in student-administration relations; such students become an automatic-part of usual-administrative-process.

iv) Job-seeker-to-Job-giver: Start-up companies have been created by some of the students, many of them opened their businesses in nearby locations.

v) The amount of stipend paid since 2019-20 till date under this scheme (as per annual Income-Expenditure statement) is Rs.45700/- in-2021-22, Rs.35039/- in-2022-23, Rs.161078/- in-2019-20.

### **Problems Encountered and Resources Required:**

i) Mindset: The scheme is unique but there is inhibition from a section of senior-teachers/HoDs about whether this scheme is detrimental against the focus of the students toward their main academic-goal; resulting in diminution-of-performance.

ii) Self-Confidence: Many students lack self-confidence and reluctant to take up this additional-challenge

iii) Since stipend is provided fully by institutional resources, funds, and donations from external-resources will certainly be helpful and enable us to provide higher-stipend and include more-students.

### **Notes (Optional)**

This practice is Indigenous and developed based on Institutional needs; however, it has larger-impact of bridging the gap between knowledge-acquired and skill-developed; which is one of the major influences of NEP-2020.

Supporting Documents:

<b>Sl No.</b>	<b>Link to the Document</b>
1	<a href="#"><u><b>Supporting Documents</b></u></a>