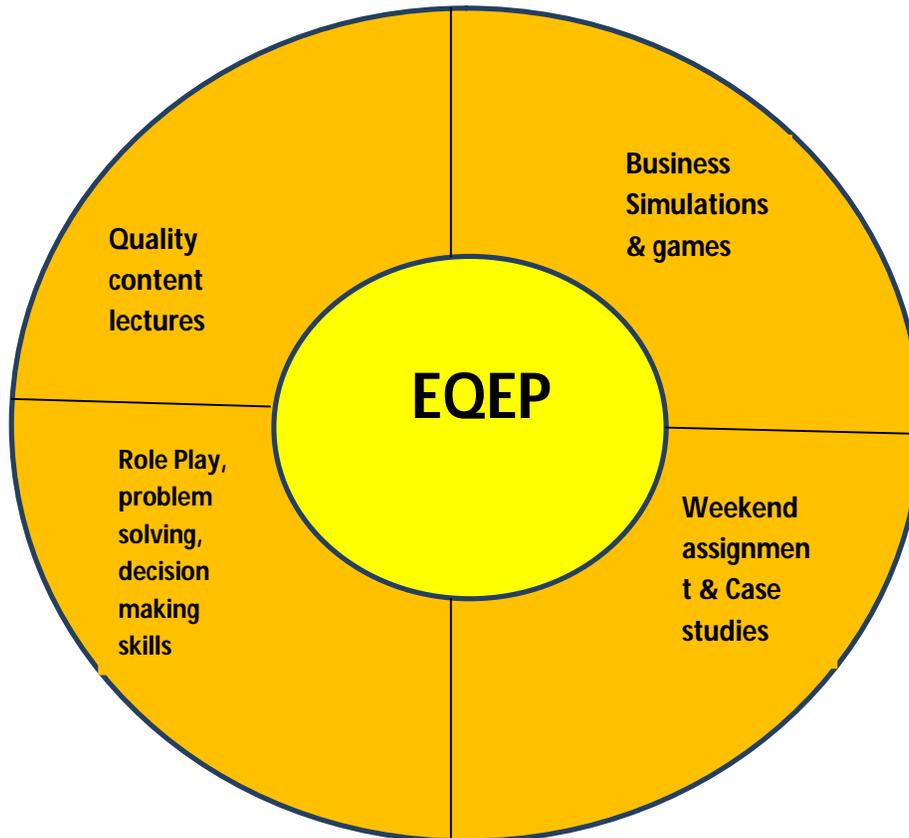


Best Practices

1. Title: “Education Quality Enhancement Programme”

EQEP



EQEP Strategy Model

Source: Prof. Md. Sadique Shaikh & Prof. Tanvir Sayyed

EQEP execute in following way since 2012 Academic year and revised in 2016-17 onwards

1. Objectives:

- Quality lectures delivery by faculties.
- Simulation of business situation for proper understanding of students with real business scenario.

- Conduct business games to develop managerial, leadership & business skills in students.
- Allot weekend assignment to students for close business functions exposure.
- Allot and assist students for case studies to understand business problems, plans, procedures, controls etc. and develop problem solving and decision making skills.
- Conduct business organization structural role play from students to develop stage daring, motivation, leadership qualities, soft skills, hard skills & communication skill (e.g. BLDC, BGC and BEW).
- Organize SPAS in each semester for students.
- Organize inter-disciplinary subject's workshops, seminars, lectures for students to make them aware and update skills in other fields of education along with managerial skills (e.g. SOFT-16).
- Use PowerPoint presentation for lectures.
- Get assistance of e-learning system.
- Use ICT as main teaching-learning tool.
- Collect student's feedback after each lecture for further improvement.
- Organize conferences and seminars for students.
- Conduct guest lecturers of industrialist/academician for students' knowledge enhancement.
- Motivate students to participate in National/International Conferences/Symposiums as well encourage and help them to prepare and present research paper/poster.
- Motivate and help students to prepare and publish research papers/articles in National/International in impact factor ISSN journals.
- Organized National/International Conferences.
- IMS faculty members used to "**Any Time Students Counseling (ATSC)**" policy to help students in campus or off campus.
- Faculties members participate present their research papers in National/International Conferences/Symposiums as well as publish their research papers in good impact factor ISSN journal and give all benefits of it to students.
- Industrial Visit on regular basis to give practical business execution exposure to students.
- Motivate students for cultural activities.
- Designed '**Certificate Programme in Business Leadership (CPBL)**' for students to develop leadership qualities in them.
- Designed '**Certificate Programme in Professionalism & Corporate Communication Skills (CPPCCS)**' to develop professional and communication skills.
- Designed '**Certificate Programme in Financial Derivatives (CPFD)**' to give additional knowledge in finance to set skills.
- Designed '**Certificate Programme in Family and Small Business Management & Development (CPFSBDM)**' to build entrepreneur, copreneur, E-entrepreneur, bioentrepreneur and woman entrepreneur for self employment.
- Designed '**Certificate Programme in Organic Farming [CPOF]**'

- Designed ‘**Certificate Programme in Fashion Designing & Trends [CPFDT]**’

2. The Context:

KYDSC Trust’s IMS, Sakegaon-Bhusawal offered full-time MBA programme and one and only institute in Bhusawal Taluka for Management education situated in Sakegaon village. Hence majority students do not have excellent command in professionalism, communication and writing skills and business skills because for MBA all graduation disciplines students enrolled so its become difficult to B.A, B.Sc, B.Tech, B.E, B.C.A students except, B.B.A & B.Com. Hence introduced several crash courses through EQEP to resolve problems.

3. The Practice:

We launched several certificate programmes for the students and syllabus of them distributed among faculty members according to their experience, interest and expertise. All enrolled students get full study materials based on courses syllabus lectures delivered by the faculty and examination take place at the end of course. After examination result declared according to secured marks and certificate of programme awarded to students with grade according to secured marks.

4. Evidence of success:

EQEP functional since last year and under this we have conducted several activities like Faculty Development Programme (FDP), Leadership Development Programme (LDP) and Management Development Programme (MDP) with collaboration with corporate and other institutions. We also succeeded one National and one International conference in association with EQEP. We runs it under IQAC of IMS and under this practice we launched four professional certificate programmes and two vocational certificate programmes successfully with one or two batches in each. Our MBA students reported after completion of enrolled programme it is helpful for them in regular MBA curricular and also supplementary to set their fortunes and self-employments skills with professionalism, leadership, managerial and communication skills.

5. Problems Encountered and resource required:

Right now we succeeded National/International conferences, LDP, FDP and MDP under EQEP, but for certificate programme strength of enrollment is average. To create awareness about

certificate programmes and vocational certificate programmes we need to enhance quality and lectures hours along with regular MBA lectures and for the same we should have to organize more guest lecturers in each certificate program and properly need to understand what are the benefits of each course and which one feasible for him/her. We are in process to tie-up with several nearby Management institutions to enhance strength and regularity in courses.

2. Title: “Any Time Students Counseling (ATSC)”policy

Phone Call/ Mobile Call Counseling Hours	Personal Counseling in campus	Phone Call/ Mobile Call Counseling Hours	Students whatsapp group for “any query solve any time”
Morning Session	Morning-afternoon session	Afternoon-evening session	Evening-night session

Source: Prof. Tanvir Sayyed

1. Objectives:

At KYDSC Trust’s IMS, Sakegaon-Bhusawal we have started “Any Time Students Counseling (ATSC)” policy. Here we used to term policy not in terms of rules but strategy of students counseling as much as possible for close coaching and mentoring maximum time in a day. This practice seems to be simple but for powerful and help us for overall monitoring and development of students.

2. The Context:

Since students coming rural and poor background they always seems to be stressed. Hence IMS started ATSC Policy trough which we trying to rectify fear, low confidence, stress, and improving self-confidence, self-respect, motivate, coach and counsel them to achieve their goal and write their success path.

3. The Practice:

Since faculty need work-life balance hence provisions made along with personal and family life for professional life as in morning session students who need guidance and support of faculty used to call only where as when reached in campus personal counseling available in morning-afternoon session and up to leaving time from campus remain same in afternoon-evening session and after that again mobile communication allowed to students if any query when others institution not attain students problems after working hours IMS faculty allow their students to resolve their problems and queries through whatsapp students group on social media. In this way IMS always ready to counsel and help their students according ATSC Policy.

4. Evidence of success:

After implementation of ATSC practice at IMS, Sakegaon-Bhusawal we observed drastically changes in students human values, self-confidence, self-belief system, self-motivation and living

styles. We not only counsel but also mentoring and coaching them and in result we seen high enthusiasm developed in students for education, sports, research and cultural activities as well as their hobbies. We noticed improved problem solving and decision making skills in students with family and educational life balance. We changed reserved mind students into participative behaviour and so on.

Counselling can improve Students life

Counselling and therapy offer a variety of positive benefits which can enhance your life greatly. Exploring your thoughts with a professional, non-judgmental person can make you feel less alone and more able to sort out your thoughts in a productive way. When thoughts are disorganized, it can be challenging to make good choices: counselling is a collaborative and confidential relationship, which works to develop a realistic plan of action to help you move forward and grow to achieve the results students are looking for in a timely manner in MBA program at KYDSC Trust's IMS.

The benefits of counselling include a greater degree of self-awareness and understanding of students. This improves self-esteem, and becomes reflective in students personal relationships. Life feels more enjoyable and fun! Students feel better about MBA program and IMS faculty members. Students have direction, goals, confidence, and are able to achieve them. Counselling does not have to be something you are ashamed of, but rather that you are proud of, because you want to lead a happy life! Which we all strive for. Psychological studies have shown empirical evidence which supports counselling, therapy, and its mental and physical health benefits. We analysis following parameters in our students while any counselling mode of ATSC.

- Belonging
- Interpersonal Interaction
- Support
- Perspective
- Motivation

Supportive analysis sheets, MoM sheets and photos are available as evidences.

5. Problems Encountered and resource required:

When we used to counsel students we felt some students hesitate to share their problems broadly due to maintain and protect family and family respect and fear to spoil their self-respect if they share. Hence in some cases we unable to reach up to root cause of the problems, therefore counseling session became uncertain and poor. We have to enhance and setup digital communication methods very promptly to counsel students virtually if they hesitate physically in counseling session to give them comfort

ATSC Outcomes:

Motto: Faculty-Students Long-lasting & Strong Relationship (FSLSR)

What are career information, guidance and counselling at IMS?

1. Career information, guidance and counselling using ATSC Practice at IMS refers to services that assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

2. ATSC includes a wide range of activities. For example:

- Activities within Institutes to help students clarify career goals understand the world of work and develop career-management skills;
- Personal advice, guidance or counselling to assist with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work-force re-entry;
- The organised and systematic use of community members such as employers, alumni, parents and peers to provide occupational and educational advice and information; and
- Print-based, computer-based or on-line services to produce and disseminate information about jobs and careers, courses of study and vocational training to help individuals make career choices.

2. Why does ATSC matter?

2.1 Well-organised career information, guidance and counselling services using ATSC at IMS are important to MBA education systems and to the Business market, as well as to their interface. Many arguments in support of this assertion are long-standing, but have been strengthened or refined by more recent developments within a management education systems and Business markets: both by trends in the ways that these are organised and operate; and by thinking within ATSC-policy and other fore on how they might be organised and operate more effectively. There are analogies between the importance that well-organised systems of information and advice play in improving the efficiency of management education systems business markets, and the role that they play in improving the efficiency of financial or other markets. Ignorance is rarely bliss, and information about complex systems is often insufficient by itself. It needs careful organisation and can need sympathetic interpretation if it is to be of value in improving decision making. Context and relevance, trust and shared understanding, each help to mediate information flows and information use.

2.2 Within Management education systems, career education has an important role to play within compulsory education in laying the foundations for lifelong career development. These include knowledge and competences regarding self awareness, the world of work, and making decisions and transitions.

2.3 Well-organised career information, guidance and counselling are particularly important in post-compulsory education like MBA/MMS/PGDM. Here, wider curriculum choice results in more diverse and complex routes into later stages of education, into employment, or into both. Where choices are more complex and their consequences are more costly, effective advice and guidance on educational options, and on links between these options and later occupational destinations, can help to better match individuals' learning choices to their interests, talents and intended destinations. This can help to:

- Reduce dropouts from and back-tracking within management education systems, and thus improve internal flows;
- Improve flows between different levels of management education, thus raising national levels of educational attainment;
- Improve transitions from education to the labour market.
- These outcomes help to make better use of educational resources, and to increase both individual and social returns to investments in education.

2.4 Arguments within management education systems for the importance of well-organised systems of career information, guidance and counselling like ATSC practice receive greater prominence when Faculty commit themselves to implementing policy frameworks that can make lifelong learning for all a reality. This is because the notion of lifelong learning stresses:

- The central role of individual learner demands in driving the learning that is provided, how it is provided and where and when it is provided. (This implies substantial flexibility and diversity within education systems, and more complex frameworks for learner choice. A consumer-driven learning system implies attention to the information and advisory systems needed to make decisions efficient).
- Stronger links between management education systems and the business market, and better systems for translating business market signals into educational choices.
- Wider access to learning throughout all stages of life, often by those who have been away from formal learning for many years.
- Wider access to learning by groups who are under-confident in, unskilled in, or unused to negotiating access to, complex learning systems. If such individuals are to have wider access to learning, many will need to have access to the information and advice required to make it possible.

2.5 Within the actual business & market, well-organised career information, guidance and counselling can:

- Improve the accuracy and accessibility of the information available to individuals about short- and long-term job opportunities. In turn this can improve individual decision making about jobs and about job training opportunities, and improve the allocation of human talents within the labour market. In particular, well-organised career information, guidance and counselling can help to:
 - Achieve a better match between skills, interests and qualifications on the one hand and available job opportunities on the other; and
 - Unearth the talents of those who are not favored by life's circumstances, thus improving the social and intergenerational mobility of talent.

- Help to improve the allocation of labour across regions, industries and occupations in the face of labour supply and demand fluctuations resulting from technological and structural change; and
- Make a key difference between the successful and unsuccessful implementation of active labour market programmes and active welfare-to-work programmes (together with other support services).

2.6 These roles for career information, guidance and counselling practice like ATSC services becomes increasingly relevant as human knowledge and skill come to play an increased role, compared to capital and labour, in national economic performance. They become still more important in the context of discussions about new concepts of careers that emphasize individual responsibility for career management, and individual and corporate responsibility for developing employability skills, often as a substitute for long-term commitment or loyalty.

3. Does it matter how it is provided?

The argument thus far implies that well-organised career information, guidance and counselling services need to be high for professional programmes like MBA. The emphasis on lifelong learning and sustaining employability also has implications for *how* such services should be provided. It implies that career information, guidance and counselling services need to:

- Be provided in a variety of settings: not only educational institutions and employment offices but also workplaces and community settings;
- Be provided in a variety of sectors; not only the public sector but also the private and community sectors;
- Allocate an important role to informal and non-professional sources of information and guidance such as alumni, local employers, community members, parents and peers as well as to formal professional sources;
- Achieve a balance between universal access and the targeting of public resources to those who most need them; and
- Play a proactive role, helping individuals to create new options, as well as fitting them into existing jobs and courses. This implies:
 - Advocacy on individuals' behalf, and support for their self-advocacy on their own behalf;
 - Feedback to learning providers on learners' unmet needs; and
 - Encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices.