

BEST PRACTICE

1. Title of the Practice:

Skill based certification Courses (SBCCs)

2. Objectives of the practice

ABBS vision to provide “relevant education” tends to prepare students for the changing career demands. The specific objectives are:

- 2.1: To upskill and reskill students in critical areas.
- 2.2: To rekindle critical thinking skill.
- 2.3: To build behavioural competencies and technical skills in specific areas required by industry

3. Context:

Higher education Institutions (HEIs) have to join the national agenda of ‘Skill India’ Mission (2015). Tuned to this, ABBS has designed best practice of upskilling and reskilling students to prepare them for the corporate world. ABBS has 70:30 principles which accommodates academic and co-curricular activities which helps students for their holistic development. Industry 5.0 is characterized by Big data, machine learning, virtual reality and cyber systems. HEIs should adapt to these latest developments and include these in the curriculum and make the students successful in their careers. The holistic educational program of the institution emphasis on developing multiple competencies like critical thinking, creativity, empathy, emerging technology skills. For this, consistent upskilling and reskilling is planned and executed in all the programs of ABBS.

4. The Practice:

The practice involves 4.1) Identification of the course and inviting industry partners.

4.2) Integration of skills in academics and co-curricular activities.

4.3) Review of the practice

4.1- Identification of the skill based course is done at the department level based on feedback from the stakeholders. At the beginning of the semester, Departments work on their POs and COs mapping and identify the gaps in the mapping and design the skill based course, send the requisition to the academic council, department head and the Principal/Director. Academic council which in turn approves of it or resend it for revision. Then it is placed in the Governing Council for final approval. Once the course is approved, trainers are identified either external or sometimes internal. Every skill based training is for 30 hours followed by an assessment/ evaluation.

4.2: The learnt skill by student are exhibited through various academic and co-curricular activities like:

- Project work/ Internship
- Placement Interviews
- Organising fests
- Case study analysis
- Activities of Institution Innovation Council (IIC) and Entrepreneurship development cell (EDC)
- ABBS Toastmaster Club and ABBS TEDx
- Placement coordinators
- Social outreach programs
- Student Research paper presentations
- Student seminars

4.3: Illustrate skill based by certificate program offered by ABBS

- MS Excel
- Digital marketing
- Hr analytic
- Tally
- Advance MS Excel
- Six Thinking Hats etc.

4.4: Review: Review of the skill based course is conducted at two level

- a) Student Feedback and analysis
- b) Department level meeting and reviews

5. Evidences of Success:

5.1: Academic performance has increased, there are more 'Distinction' and '1st class' student's in semester.

5.2: There is gradual increase in placement data and number of students opting the Higher education among UG students.

5.3: Industry-Institute connect has been enhanced and involvement of industry experts is enriching

6. Problems encountered and resources required:

6.1: There is difficulty in assessing behavioural skills in long run

6.2: Involving all the students in the program is a challenge

6.3: Emerging skills training experts are expensive

6.4: Infrastructure and expensive software facilities are required.

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