



Best Practices

Best Practice 1:
Employability skills development program

Best Practice 2:
Mentoring-cum-counselling system

Best Practice -1

1. Title of the Practice:Employability Skills Development Program (ESDP)

2. Objectives of the Practice:

Employability Skill Development Program (ESDP) designed with due consultation from industry and domain experts focuses on overall development of the students enhancing competence in the area of problem solving, business communication and provides a deeper understanding of various aspects of human relations, social awareness, presentation of self, working with a team,negotiate and manage conflicts, independent thinking and decision making.

ESDP aims to enhance student's career opportunity by bridging the Industry Academia gap to make them 'Industry Ready' and also higher education prospects by imparting required technical skills through industry certified courses and training programs offered under the MoU with various reputed industries.

3. The Context:

Globalisation and technological advancements have drastically changed the customary workplace practices with an accompanying shift in the skills required by employees. Employees are expected to possess relevant personality traits and employability skills to accommodate the ever changing demands of work. Training of students and equip them with technical expertise and refine their overall personality to enter the workforce is an important responsibility of the Engineering institutions.

With this outlook, since inception, MITE has strongly emphasized on creating Engineers and Managers with comprehensive knowledge and transferable skills by going beyond academics, that is required to do real time Industry oriented jobs. Every year the students taking admission are from diverse academic and cultural background, to shape them as globally competent professionals, Placement department and career guidance cell recognized the need of designing an intensive training program that meets the industry needs and higher education prerequisites. In house designed ESDP launched in the year 2010, in due consultation with industry and domain experts, is successfully bridging the gap between classroom teaching and Industry needs with periodical refinement in the program content.

4. The Practice:

ESDP is a structured four-year program with planned modules embedded in the weekly schedule. The modules that are covered year-wise are as follows

Year 1: Business Communication & Soft Skills

First level Course of ESDP focuses on English Language enhancement & Business Communication. The objective is to enhance Student's communication skill, interpersonal and intra personal skills and prepare a strong foundation towards transforming a Student into a Professional. The Topics covered in this module are Verbal Ability, English comprehension, Role Plays, Group Discussion and effective communication skills.

Year 2: Certification Course by Bosch, SIEMENS, and Problem-Solving Skills

Second level Course of ESDP focuses on skill development in industry technologies through certification courses from Global Companies. The objective of this module is to develop competence and provide exposure to industry technologies and provide hands-on experience to technologies practiced in the industry.

- The Training is provided on Hydraulics, Pneumatics, PLCs, Mechatronics and Servo Drives through Bosch Rexroth Certification Course on Automation Technologies.
- The Students of Aeronautical, Mechanical & Mechatronics Engineering are trained on Design tools like NX-CAD, ROBCAD, NXCAM through the SIEMENS CoE.
- Students are trained on Robotic Process Automation (RPA) skills through the MoU signed with UiPath offering certification courses. Regular National level events are conducted by UiPath to provide exposure to RPA Skills.
- Students are trained on Problem Solving Skills under the Peer Learning Model

Year 3: Problem Solving Skills & Interview Preparedness

The objective of this module is to enhance student's competence in problem solving by conducting tests periodically with intense evaluation to assess the progress and build their confidence. Trainings are provided both in-house as well as through Training Vendors on essential aspects of Interview Preparedness viz., Group Discussion, Resume Writing, Facing the Interview, Grooming and Corporate etiquette.

- To identify the needs for placement trainings, students are provided with Assessment Tests through Platforms like FirstNaukri, AMCAT, which gives a detailed analysis of each student's strengths and weakness in multiple areas.

Year 4: Latest Technology & Company specific Training

The objective of this module is to offer

- Training on Aptitude and Technology Refresher in the fourth year to the Students as per the requirement of different hiring companies. In addition, Mock interview sessions and Group Discussions are conducted to improve student's ability in the interviews.
- Advanced Courses on latest technologies to enhance students' skills as per the industry requirements.
- Lean Six Sigma Green and Yellow Belt certification Courses through Binghamton University. The course aims to emphasize the importance of implementation of lean six sigma to the continuous improvement in various industrial settings.

In addition, Orientation on Higher Education and competitive exams is also provided. Hackathons, Ideathons and Mentor Talks by Entrepreneurs are also conducted frequently to provide a platform to the budding entrepreneurs. Further, MITE Incubation Center supports the entrepreneurs with office space and funding to realize their dream of starting a company.

Employability Skills Development Program





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5. Evidence of Success:

ESDP has been instrumental in grooming the students by improving their personal and professional effectiveness empowering them with technical expertise and employability skills which is evidenced through **substantial increase in the number of placements** in the subsequent years with students getting their **dream offers from reputed global companies** setting the benchmark every year. The companies offering the jobs have appreciated the efforts and intent of ESDP, which they have been witnessing in the performance of employees selected from MITE. Number of students qualifying in the competitive exams to pursue **higher education in premier global universities** is also increasing every year.

To add on, MITE has received a **Certificate of Appreciation from INFOSYS** for **‘Outstanding contribution in rolling out Infosys campus connect -soft skills program’** in **2015**. MITE is recognized as **Top Performing Institution in the first UiPath Academic challenge 2019**. Institute secured **Third Position in All India Robotic Process Automation Skillathon 2020 conducted by Guvi& UiPath**, awarded **‘Best Performing College of the Year 2020’** at the 43rd series of the Student Project Program of KSCST.

The value addition programs through MoU with reputed industries have honed the innovative skills of the students which is evidenced through **92** innovative projects getting selected for **KSCST sponsorship** during last **five years** and several Innovative projects getting awards in national / reputed industry level competitions every year, viz., **KPIT Sparkle 2017, All India Second & Third Prize in the UNISYS All India Project Competition Cloud 20/20** in the year 2017 and 2019 , **6th & 9th prize in Anveshana- state level project competition- 2020, First Prize in VTU TEQIP State Level Project Competition – Avishkar - 2020 and many more**. The support of the institute to budding entrepreneurs through Innovation and Incubation Centre has resulted in **20** innovative ideas being incubated and **6** start-up companies functioning in the campus.

6. Problems Encountered and Resources Required

In the implementation of first and second level courses of ESDP, identification and training of faculty in industry certified courses is challenging due to the busy academic schedule and time constraint. Incentives and additional facilities to be provided to the faculty handling these courses.

In order to provide effective training on personality development modules, identification of trainers is a challenging task.

Insufficient knowledge with the students regarding the importance and relevance of the program requires enormous amount of motivation and persuasion from the mentors.

Majority of the students who commute long distance daily to campus have insufficient time to practice the training modules and become proficient. The students residing in the remote geographical locations having limited IT facilities like internet, find it difficult to practice the training modules at home. The lack of motivation due to lower education background of parents in few cases limits the performance of the students. In order to motivate such students regular counselling sessions along with their parents, with timely mentoring has to be provided. The students requiring clarity on choice of courses in higher education need to be given suitable guidance explaining the prospects, and information on related competitive examination with extensive training.

Best Practice 2:

1. Title of the Practice: Mentoring cum Counselling system for students

2. Objectives of the Practice:

Mentoring cum counselling system at MITE is a inimitable method of supporting students to improve their learning and leadership skills, motivating them towards their future career development.

This mentorship programme has a primary objective of establishing a trusting relationship with accountability and responsibility from the faculty mentors with students enabling constructive interaction, guidance and mentorship on their overall personality development.

It also aims to provide a reliable and comprehensive support system through consistent constructive feedback motivating students to excel in both academic and non-academic areas.

It supports the professional development by discussing career goals with students, recommending the appropriate professional development activities to develop the professional skills of the students to attain their goals.

3. The Context :

MITE established with a vision to impart globally competitive quality education to the students, is working with passion and commitment to shape them as competent professionals



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contributing towards ultimate good of the society . Institute firmly believes that just as pedagogy, mentoring is also a part of the curriculum to make positive difference in the lives of the students taking admission from diverse economic , cultural background and learning styles. Institute has implemented Mentoring cum Counselling system in its first year of inception to provide comprehensive support to the students boarding the journey of professional education with great career aspirations. In this system, Faculty Mentors serve as thought partners for students on their academic journey recognising the backgrounds, resources and needs of their students, providing clarity about expectations of the program they have chosen, understanding students' aspirations and fears, empower them to become autonomous learners and agents of their own change and guide them towards achieving their goals.

4. The Practice :

The institute's commitment towards shaping wholesome professionals has established efficient counselling system with trained faculty counsellors catering both Academic and Professional development support for the overall well-being of the students.

Academic Development Support :

In the first year of study in the institution , for every group of 20 students in a class , a faculty mentor (Class Advisor) is allocated , wherein mentor meets every student on regular basis developing trusting relationship, tries to understand the background and needs of each student , providing information about various campus facilities and co-curricular/extra-curricular /club activities to hone their capabilities, helping to get adjusted to the campus environment by providing emotional support .

Monitoring the progress in academics is done through analysis of internal test marks. The advanced learners are supported for self- learning through e- learning platforms, project presentations, conference publications and guidance to incubate their innovative ideas.

The slow learners are guided with effective counselling by the mentors , addressing the learning challenges being faced by them and **remedial classes** are conducted on regular basis as additional support. Students showing poor performance due to personal issues, are supported by seeking parents cooperation and sincere effort is made to resolve the issues. The students showing consistent low performance and having severe psychological problems that needs medical



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counselling are referred to a professional counsellor who visits the campus and regular counselling sessions are arranged to help them to overcome the problems.

The faculty mentor maintains a **comprehensive record of every student** having the details like student profile, academic progress, data on counselling sessions, observations/ guidance provided.

During second year of study, students' comprehensive records will be handed over to the faculty mentors of respective departments to continue the mentoring support till they graduate from the institution.

Professional Development Support:

The responsibility of the institution is not only confined to exemplary education but also committed to extending support in choosing a right career path viz., recruitment at global best Companies, becoming an entrepreneur, or pursuing higher studies. The support towards professional development of the students commences in the first year itself by the Career Guidance Cell with the support of faculty mentors by conducting awareness sessions briefing about the recruitment process, need for consistent performance throughout the academics and details of various opportunities available after graduation.

Faculty mentors also provide guidance to their mentees on how to improve the employability scores and recommend the types of professional development activities, in consultation with training & placement department by analysing the report of the assessment tests which contains the scores with the feedback on improvement, personality and industry fitment. Comprehensive record of the student gets updated at every stage by the mentor with the details of counselling sessions and the progress in academics / skillsets of student. The continuous mentor – mentee association with consistent constructive feedback and advice ensures that the students achieve their career goals at the end of the course.

5. Evidence of Success :

Mentoring cum counselling system for students at MITE, emphasizing on holistic development has helped the faculty mentors to build a better rapport with students, instilling confidence in them to take up challenges, overcome obstacles in their academic journey, enhancing their learning capabilities. Timely redressal of issues faced by the students with suitable guidance



has shown progress in students' **academic and professional development** from semester to semester. The care and support shown by mentors to the hostel inmates help them to overcome the adaptability issues and revamp themselves to focus on studies in a very short time .

The effective mentoring during the entire period of study has led to zero incidents of ragging in the campus and holistic development of students which is reflected through increased number of **conference publications** by the students, increased number of students accomplishing **certification courses through e-learning platforms, excellent academic results** with increased number of **university ranks**, more than **70% of the students getting placed** in the reputed companies every year . We take pride in seeing our students walk out of the campus with best choices that ensure and aids in propelling their professional careers and spread their wings with confidence.

6. Problems Encountered and Resources Required:

The entire mentoring cum counselling system is built on personal interaction with the students. Students in the first semester hardly know the mentors assigned to them which brings some apprehensions in the minds of students about the kind of rapport that will develop with the assigned mentor. Even few parents also feel uncomfortable in initial days to discuss the issues faced by their child. Many students are inherently reserved and have to be attended with detailed interaction by mentors spending long time to give better guidance and support.

Some of the students lack motivation to take up professional development courses and such students have to be given additional counselling by the mentors explaining the importance of such courses. The busy academic schedule and constraint in time impedes the mentors to spend more time with mentees and it is difficult to give detailed feedback of their mentees progress on regular basis.

Principal

Mangalore Institute of Technology & Engineering
Badaga Mijar, MOODBIDRI - 574 225