



Mysore Education Society (Regd.)

MES INSTITUTE OF MANAGEMENT

Affiliated to Bengaluru City University

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Institutional Best Practices

1. Title of the Practice - Value – Added Courses for Career Progression

Objectives –

- To empower the students to develop their full capacities and to recognize employment and social opportunities.
- To develop their core skills like subject-domain knowledge, communication, problem – solving, analytical skills and quantitative aptitude
- To provide continuous and seamless pathway of learning

Context – MES Institute of Management considers that its primary responsibility is to make students employment-ready for their successful careers and also equip them with core skills that enable them to continue learning. In this endeavor, the college strives to provide a continuous and seamless pathway of learning, starting from a curriculum that adequately equips them with core concepts and the value-added courses trains them in the application of core concepts, going on to provide career guidance, counseling and placements, such that the demand for a skilled workforce is met.

The Practice:

To work towards the fruition of the objectives, the HOI and the IQAC proactively catalyze the introduction of value-added courses based on the skill gaps, anticipating future skill needs and the feedback received from students through the faculty coordinators in a prescribed format. Special emphasis is laid on the development of core competencies to be mastered at every level of the Undergraduate program. The HOI places the proposal at the GB and IQAC meetings. After thorough deliberations, a decision is taken for the conduct of the course. If necessary, changes in the course content are incorporated.

The value- added courses for the first-year students focus on strengthening the competencies in Communicative English and subject domain knowledge through Tally ERP9 and Personality Development Programme.

The Second-Year courses focus on developing the competencies in subject domain in Finance and Accounting through Capital Market Certification, 360 Degree Financial Modeling and Advanced Excel.

The Third-Year courses focus on development of subject domain knowledge through workshops on Goods and Services Tax and Direct & Indirect taxes and also provide Industry Readiness Program for placements.

After finalizing the add on courses to be offered, the Institution consults various Learning Partners offering Value Added Courses. The HOI, keeping in mind factors like contents, cost, future skill needs, duration, expertise and experience of the

RISE, AWAKE, STOP NOT TILL THE GOAL IS REACHED

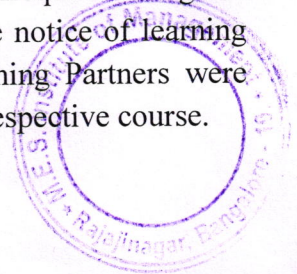
learning partners and placement support offered, finalizes the learning partner for the Value-added Courses. A Faculty coordinator is nominated to coordinate with the trainers and students for smooth conduct of add on courses. The coordinator submits a report at the end of the semester detailing the conducting of the courses, including evaluation. Based on the evaluation, Certificates are awarded on the successful completion of the courses. The HOI monitors the progress and also obtains the feedback of the students on content, teaching methodology and takes necessary steps, if required. The Institution recognizes that skills and employment policies should be viewed together. The full value of one policy is realized when it supports the objective of another. In this direction, the assistance of the learning partners is solicited for placements, in addition to the efforts of the Institution, to place its students in premier companies.

Evidence of Success:

- The core competencies of the students are strengthened
- Students are able to recognize their strengths and make an informed career choice
- Increased confidence among students while facing interviews
- Provides opportunity for self-employment
- Consistent improvement in placements of the students.

Problems encountered and Resources required:

Students find it difficult to follow the course when there is frequent change of trainers. The problem was identified and was brought to the notice of learning partners. It was resolved through discussion and the Learning Partners were informed not to change the trainer till the completion of the respective course.



2. Title of the Practice - Activity Based Learning for Self-Development

MES Institute of Management understands that education has to build abilities, develop attitude and cultivate the right approach towards life and therefore focuses on the four pillars of education which are learning to know, learning to do, learning to live together and learning to be, which the essence of outcome-based education is.

Objectives:

- To develop effective communication skills.
- To develop critical, reflective and independent thinking.
- To develop Research related skills.
- To develop self-learning.
- To develop moral and ethical awareness.
- To develop entrepreneurial skills

Context: The Institution recognizes that in conventional classroom teaching the learning ability of majority of students are restricted and they are not capable of effectively handling the data through thought, evaluation and investigation and because of this constrained intellectual capability, their interest in learning is reduced. To overcome this limitation, the institution adopts activity-based learning where students actively participate in the learning experience.

Practice:

Commerce and Management Club organizes activity-based events like Budget Analysis, Case study Analysis, Crisis Management, Logo Designing, *SAMANVITHA*, *SWAYAM ANWESHANA* etc., to enhance the student's learning process.

Faculty Coordinators of Commerce & Management Club, and the EDP Cell schedules its annual events in consultation with HOI, with a focus on providing students appropriate skills and knowledge to make them competent and empowers them to work in the ever-changing business environment. Every year these committees introduce a new event but the highlight of all these is *SWAYAM ANWESHANA* –an EDP Cell initiative, and *SAMANVITHA*- an exposition.

SWAYAM ANWESHANA- An EDP Initiative

One of the main features of being a successful entrepreneur is to promote business ventures through in-depth research, proper planning and the flexibility in adapting to recent trends, dynamic rules and financial environment. In this context, *SWAYAM ANWESHANA* gives students a hands-on experience in starting and managing a real-world business.

The students of the college are informed to come up with a business proposal which they run for a day. The members of each group have to collectively raise the required funds.

Planning Stage:

In the first round, the coordinators ask the student groups to give a feasibility report which includes, marketing, financial and CSR plans.

Implementation Stage:

The Institution provides the basic infrastructure required for setting up stalls, furniture, electrical connections and the students have to bid for the stalls and make it ready to run the business for a day.

Evaluation Stage:

The students will be evaluated by a professional jury comprising industrialists, HODs of various institutions and experts, based on various parameters like innovativeness, application of 4 P's and profits generated.

Top three teams with the best innovative ideas, which are socially and ethically acceptable and with maximum profits are awarded.

SAMANVITHA: An exposition

SAMANVITHA gives students an opportunity to envision about contemporary topics. It is a theme-based expo where students exhibit their research on various topics which provide an opportunity to gain knowledge.

Budget Analysis –

Annual intra class Budget Analysis Competition is conducted within a week of the announcement of the Union Budget which involves the students to examine and explain the revenue and expenditure of the union budget and its impact on the economy. The competition is held in two levels – elimination and finals.

These activities aim at facilitating the personal development and capacity of the students to plan and manage their own learning.

Evidence of success:

- The activity gives students a practical experience of running a business.
- Activity based learning helps improve self-confidence, communication and research skills.
- Activity based learning enriches the student's learning process by bridging the gap between theory and practice.

Problem Encounter:

- Since some of the events are conducted after college hours students who pursue professional course, part time jobs are less enthusiastic towards participation due to time constraints.

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