

7.2 Best Practice

Best Practice -One

1. **Title: Employability Enhancement Programme (EEP)**
2. **Objectives:** The Programme aims at sharpening the employability skills of the students and bridging the gap between the expectations of industry from management graduates and academic inputs given to the management students through course curriculum delivery. The training modules of the Programme are revised every year to address the specific need of the target trainees (the students.) so that they are equipped with the necessary skills for an appropriate job profile.
3. **The Context:** The students of MBA course come from diverse backgrounds. All of them do not possess all the required skills to be effective managers in the future. The course curriculum provides an opportunity to polish some of those skills however the major focus of the curriculum is the delivery of core knowledge content. Thus, it creates a gap between the skills sets required to be employable in the corporate and skills possessed by a management graduate after the course. To bridge this gap to the extent possible, there is an Employability Enhancement Programme (EEP) set up for the students. A series of Workshops, Expert Talks, Mock Group Discussions, and Personal Interviews are conducted in the third-fourth semester for the students. The Industry experts and senior internal faculty act as panelists in this exercise.
4. **Evidence of Success:** The Employability Enhancement Programme has improved the success rate of the students in the final placement interviews to an appreciable extent. The feedback of the employer about the performance of AIMT alumni also confirms that management graduates from AIMT, Gr. NOIDA have been contributing significantly to their organization's growth.

Best Practice -Two

1. **Title: Four Level Mentorship**
2. **Objectives:** The system primarily aims at providing career guidance at the individual level and then also ensuring their overall personality development. The other major aim of this system is to encourage peer learning and teamwork.

3. **The Context:** Each student is allotted to a senior student as buddy (i.e. 1st level). Then a group/syndicate comprises of ten student mentees having diverse education backgrounds being closely guided and supervised by a faculty mentor (i.e. 2nd level). Weekly mentor-mentee interactions are scheduled to ensure that mentees get an opportunity to discuss their problems and dilemmas with their Faculty mentor on regular basis. Each Faculty Mentor maintains a personal file of each of his/her mentees and regularly updates the same. The Faculty Mentors also remain in regular touch with the parents of their mentees and keep updating them with the performance of their wards. Then before the commencement of the second year or after selection of major and minor area, a group of students will be allocated to Alumni Mentor (i.e. 3rd level) who helps in grooming them about the Industry requirements and at last during Summer Internship a student goes for six to eight weeks under the Industry Supervisor (i.e. 4th level) to different companies for getting industry exposure as a part of the curriculum.
4. **Evidence of Success:** The practice has proved to be quite useful in the overall personality development of the students (mentees) as the individual attention and guidance given by the Buddy, Faculty, Alumni, and Industry Supervisor has helped them build their strengths and overcome their weaknesses to a larger extend. The success achieved by the students of the Institute in their placement interviews and University results endorses the success of this practice.