A Report on "Fast-Track English for Entry to Corporate (EEC)" Organized by Department of Mechanical Engineering in Association with MITS – Skill Development Cell From 31.08.2026 to 05.09.2026

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Resource person Details: Mr. N G M Philip and Ms. Aparna Sadanala, Directors at VAP EDUCON, Hyderabad
Venue: Siemens lab LB019 and KKB-002
Training Duration: 31-08-2026 to 05-09-2026
Timings: 9:30 am to 5:00 pm
Mode of Conduct: Offline
Attendees Count: 56 Mechanical Engineering students.
Report Received on 20-09-2026.

Introduction

The Department of Mechanical Engineering, in association with the MITS Skill Development Cell, conducted the "Fast-Track English for Entry to Corporate (EEC)" programme from 31-08-2026 to 05-09-2026 at MITS, Madanapalle. The programme was conducted in association with **VAP EDUCON** as an intensive six-day career readiness intervention aimed at strengthening the employability and placement preparedness of final-year engineering students.

The programme was designed to bridge the gap between students' academic knowledge and the communication, behavioural, aptitude, and professional competencies expected by corporate organizations. With a total duration of 36 hours, the training provided students with focused and practical exposure to Functional English & Professional Communication, Personality Grooming & Executive Presence, and Verbal Aptitude & Placement Readiness.

The programme was introduced by **Mr. N G M Philip**, Director, VAP EDUCON, and **Ms. Aparna Sadanala**, Director, VAP EDUCON, who highlighted the importance of effective communication, confidence, professional presentation, and workplace readiness for students entering the corporate sector. **Dr. S. Baskaran**, Head of the Department of Mechanical Engineering, emphasized the importance of developing employability skills in addition to technical knowledge. He encouraged students to actively participate in the training activities and make effective use of the programme to improve their communication skills, professional behaviour, confidence, and placement readiness.

The training methodology was designed to move beyond conventional classroom instruction by incorporating interactive activities, practical exercises, simulations, role-plays, Group Discussions, JAM sessions, presentations, verbal aptitude exercises, résumé preparation, and interview-oriented training. These activities provided students with opportunities to practise skills in situations like those encountered during recruitment and in professional workplaces.

Objectives of the Programme

The major objectives of the Fast-Track English for Entry to Corporate (EEC) programme were:

1. To enhance Functional English and Professional Communication skills for effective communication in interviews, group discussions, presentations, and workplace interactions.
2. To develop confidence, professional grooming, and Executive Presence through appropriate body language, etiquette, posture, eye contact, and corporate behaviour.
3. To strengthen employability and placement readiness by improving verbal aptitude, résumé preparation, self-introduction, interview skills, and professional self-presentation.
4. To provide practical exposure to corporate recruitment processes through Group Discussions, JAM activities, presentations, role-plays, mock interviews, and recruitment simulations.

Major Areas of Training:

Functional English: The Functional English sessions focused on strengthening students' practical use of English in academic, professional, and recruitment contexts. Students were encouraged to communicate their ideas clearly and confidently while improving grammatical accuracy and vocabulary. The training helped students understand the importance of effective language use in professional communication and interviews.

Professional Communication: Professional communication training focused on effective verbal communication in corporate environments. Students were exposed to situations requiring clear articulation, appropriate language, active participation, and confident interaction. The activities encouraged students to communicate effectively with peers, interviewers, and professional counterparts.

Self-Introduction and Self-Presentation: Students were trained to present themselves in a structured and professional manner. Particular emphasis was placed on communicating their educational qualifications, technical skills, projects, internships, strengths, achievements, career interests, and professional goals.

This helped students develop a more organized approach to answering introductory and interview questions.

Personality Grooming: The personality grooming sessions emphasized the role of professional appearance, confidence, body language, posture, eye contact, and etiquette in creating a positive professional impression. Students were encouraged to understand that professional communication involves not only spoken language but also non-verbal communication and workplace behaviour.

Group Discussions and JAM: Group Discussions and **Just A Minute (JAM)** activities provided students with opportunities to develop spontaneous communication, listening, articulation, confidence, and participation skills. These activities also encouraged students to organize their thoughts quickly and express their ideas in a clear and structured manner.

Verbal Aptitude: The verbal aptitude sessions focused on language-based skills required for placement assessments. Students practised grammar, vocabulary, sentence correction, comprehension, and other verbal reasoning-related areas. The activities were intended to improve students' speed, accuracy, language awareness, and confidence in handling verbal aptitude questions.

Résumé and Interview Readiness: The programme provided students with guidance on preparing professional résumés and responding effectively to common recruitment questions. Students were exposed to HR, behavioural, project-related, and career-oriented interview questions. Mock interview and recruitment-oriented activities helped students understand the importance of structured responses, professional communication, confidence, and appropriate presentation.

VAP EDUCON played a significant role in delivering the Fast-Track Career Readiness Programme. Mr. N G M Philip, Director, VAP EDUCON, and Ms. Aparna Sadanala, Director, VAP EDUCON, introduced and supported the programme with emphasis on corporate-oriented communication, professional behaviour, and employability development.

The training approach adopted by VAP EDUCON emphasized practical exposure and active participation. The integration of communication training, personality grooming, verbal aptitude, and placement preparation provided students with a comprehensive career-readiness experience within the six-day programme.

The programme encouraged students to actively participate in individual and group-based learning activities. The use of interactive exercises and simulations provided opportunities for students to practice communication and professional skills rather than limiting learning to theoretical concepts.

Activities such as Group Discussions, JAM, presentations, role-plays, mock interviews, verbal aptitude exercises, and self-introduction practice helped students engage with the learning process and apply the skills in practical situations.
The training also encouraged students to identify areas requiring further improvement and to develop greater awareness of the expectations associated with campus recruitment and corporate employment.

Learning Outcomes:
On completion of the 6 days Fast-Track English for Entry to Corporate (EEC) programme, students were enabled to:

1. Communicate confidently and effectively in interviews, group discussions, presentations, and professional interactions.
2. Present themselves professionally through effective self-introduction, résumé presentation, articulation of skills and achievements, and improved professional grooming and body language.
3. Demonstrate improved placement readiness by applying verbal aptitude, interview strategies, and effective responses to HR, behavioural, project-related, and career-oriented questions.
4. Demonstrate greater awareness of corporate expectations including workplace communication, teamwork, adaptability, professional etiquette, and overall employability skills.

Conclusion:

The Fast-Track English for Entry to Corporate (EEC) programme, conducted by the Department of Mechanical Engineering in association with the MITS Skill Development Cell and VAP EDUCON, provided focused career-readiness training to final-year students.

The 36-hour programme enhanced students' communication, professional grooming, verbal aptitude, résumé preparation, interview skills, and workplace awareness through practical activities and recruitment-oriented exercises. It helped strengthen their overall employability and placement readiness.

Feedback:

7. What was the most useful part of the program, and what suggestions do you have for improving future EEC programs?

11 responses

Summarise responses

- Excellent
- The way they appreciated everyone to participate is the useful part.
- Ntgg, it's fabulous
- Communication
- ALL GOOD
- Good
- How to communicate better in english
- Skills