



Shree Sathyam

College of Engineering and Technology

Approved by AICTE, New Delhi & Affiliated to Anna University, Chennai.

NH-544, Salem - Coimbatore Highways, Kuppanur, Sankari Taluk, Salem - 637301, TamilNadu, India.

Email : principal@shreesathyam.edu.in Web : www.shreesathyam.edu.in Phone : 04283 - 244080

7.2.1.1. Title of the Practice: Institute Industry Collaboration towards Skill Development


7.2.1.2. Objectives of the Practice

- To fill the gaps between the available curriculum and the needs of the industry.
- To gain access to expertise of global leaders and instructors in various domains of engineering and technology and stay up to date with the recent advancements.
- To bridge the industry-institute gap.
- To help students to come up with innovative ideas and do relevant projects that have a lasting social impact.
- To enhance the employability skills such as aptitude, quantitative, verbal and reasoning ability.
- Make students aware of the various available career options and help them identify their career goals and profession.

7.2.1.3 The Context

Merely learning the curriculum is inadequate because the industry is constantly changing and technology is always developing. Sometimes, there's a discrepancy between the industry's expectations and what colleges teach. Colleges place significant emphasis on teaching content beyond the regular curriculum to bridge this gap and equip students for the workforce. Examples of this content include offering branch-specific value-added courses in collaboration with businesses, offering emerging courses to staff and students from reputable institutions and industries, and offering practical placement training. Collaborative and cooperative research with industry can also lead to the direct generation of intellectual property (IP) and/or its translation into industrial realization.




Dr. V. SUJATHA M.E., Ph.D.,
PRINCIPAL
Shree Sathyam College of
Engineering and Technology
Sankari, Salem (Dt)-637301



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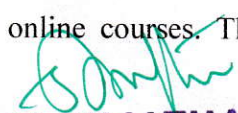
7.2.1.4. Practice

The management of SSCET sponsors and motivates all the teachers to pursue at least one online course from a globally top-ranked university, such as NPTEL or Coursera, in each semester to update themselves on technology and practices that are futuristic. Specialized value-added courses are conducted for students by industry and in-house experts, which has resulted in our students doing innovative projects during their final semester projects. A well-designed 30-hour training module specifically tailored to the competencies of our students is used to train them and hone their skills in aptitude, reasoning, technical, communication, and soft skills. Besides, the institution, being a part of SSCET, constantly receives technical advice and input from its industry experts, which is used in developing an effective training methodology for placements. Collaborating with numerous industries through the signing of Memorandums of Understanding. Effective participation of students in NaanMudhalvan, an initiative of the government, helps students gain more knowledge.

7.2.1.5. Evidence of Success

The Electrical Engineering Department offered about five internships and 10 value-added courses. As a result, eight groups of students completed creative projects for their final semester. The Department of Civil Engineering offered around five internships and ten value-added courses. As a result, seven student batches completed creative projects for their final semester. In addition to more than five internships, the Department of Computer Science Engineering offered over ten value-added courses. As a result, more students participated the coding competition, and over 15 batches of students completed creative projects for their eighth semester. The mechanical engineering department's students completed over thirty internships with different main businesses. As a result, they designed good projects for their final semester. Teachers from different departments signed up for NPTEL's online courses. The




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SSCET faculty members have completed over ten courses. SSCET forged partnerships, or Memoranda of Understandings, with prestigious companies. Effective placement was achieved by this best practice “Institute Industry Collaboration towards Skill Development”.

7.2.1.6. Problems Encountered and Resources Required

Students affiliated with a university must adhere to the traditional instructional method of learning, which heavily emphasizes exams. This leads to a lack of interest in online and other value-added courses. They also struggle to balance normal academic work with extracurricular and placement activities because of time restrictions. In order to address this, all of the libraries, research labs, and computer centres remain open late into the evening and on certain holidays so that students can finish their assignments and courses. Due to their inability to be included in the regular academic schedule, value-added courses were scheduled during semester breaks, making them accessible to students for enrolment and attendance. When they encountered difficulties in bringing in outside trainers for academic purposes, we encouraged the faculty at SSCET to receive training by enrolling in sponsored courses and sharing the knowledge they acquired with our students.




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