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Two Best practice stude successfully implemented by the Institution as per NAAC format provided in the Manual

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Samskruti College of Engineering & Technology Kondapur, Ghatkesar Municipality, Medchal (D)



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### Best Practice: Industry Institute Interaction

Title of the practice: Human resource development is a vital source of strength in country building, according to Industry Institute Interaction. The success of the industry is largely determined by the caliber of the individuals that work there. The Industry Institute Interaction Cell is a programme that aims to promote interaction between industry and institutes in order to create employable human resources.

The context: Industry is dynamic, with rapid advancements in a variety of fields. Only through industry- institute collaboration can skills be developed. Industry-academic contact is a vital procedure that can give necessary inputs to the academic institute in order to help teachers and students develop the skills they need. Institutions get access to up-to-date curriculum, a source of cash threigh consulting, a supply of personnel for employment, social relevance, and, mor ignificantly, a brand identity. Faculty will also be exposed to the most up-to-dat dustrial practices in order to improve their teaching-learning processes. Students fit from hands-on instruction, while society benefits from higher-quality geodsand es. It is vital to have an industrial institute contact to fulfil the demands of the er and to mould the students according to the requirements in the spirit of competition high by motivating students to engage ins. To work toward a student's complete development expand the quant er opportunities for students. To improve the average package offered and the of placements by partnering with superior package businesses UT

### Objectives of the practice:

- The IIIC's mission is to foster on coing collaboration with industry in order to closethe gap between industrial opportunities and academic results.
- Raising student awareness of social issues, as well as improving consultation services
- To encourage students to participate in industry training in order to gain thenecessary exposure and experience.

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- To the greatest degree feasible, make use of existing resources such as laboratories.
- To determine the industry's needs and give solutions.
- To fine-tune the curriculum to meet the needs of the industry
- Increasing the availability of marketable workforce by improving student skills.
- Organizing workshops, seminars, conferences, and seminars with faculty andindustry collaboration.
- Inviting engineers and industry professionals to give presentations at engineering institutions.
- Organizing industrial visits for individuals.
- Interaction between industry professionals and students in the creation of curricula.

The practice: Counselling and awareness n ngs were scheduled on a regular basis to provide students with career counselling lanning make decisions about their immediate and long-term objectives sess were designed to help students better understand their learning skills. Guest I om industry experts in many sectors will be given to discuss the extent of disruptive technology, and the necessity to update to ree. Internal assessment platform allows for the selection of a pool for a d holistic training strategy. Competitive coding and dynamic programming of advanced IT training for top performers with consistent as termance since ch I year during B. Tech III year for top performers with consist

Beginning in their first semester the Institution provides val-structured skill training programmers for students of all areas of B.Tech. And MBA, which helps them develop gradually. Third-party training partners are used to deliver classes throughout the III, IV, V, and VI semesters. This is done because the instructors have industry expertise and appreciate the necessity to bridge the gap between curriculum and industry requirements, as well as the demands that the sector places on new graduates. Students are provided inputs depending on the needs of different companies. During the summer holiday, students are encouraged to pursue internships. Students in their final year are encouraged to complete their finalprojects in a relevant business, such as building or manufacturing. Industry and alumni are both considered stakeholder groups and members of the board of studies. This aids in the improvement of syllabi in accordance with societal requirements and technology advancements. Graduates gatherings are held on a regular basis to foster connection

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among alumni working in various industries. This aids in the upgrading of students in accordance with industry expectations. The institution enters into MOUs with industries to aid knowledge transfer and industrial preparedness. Field visits and industrial tours are provided to technical students in order to expose them to field needs, manufacturing process processes, and the many phases involved in the final output. Management students are encouraged to participate in industry tours where they are taught various management skills. IIIC is critical in obtaining consulting and placement opportunities from various organizations. IIIC strengthened its ties with industry. The IIIC has discovered a disconnect between industry need and the institute's ultimate result. The cell serves as a link between practitioners and academics alike. As part of their academics, our students have visited GSI, NIAR, NICMAR, INFOSYS, KTTP and Cyient for kill training and to learn about the manufacturing, quality, and other processes

### Obstacles faced if any and strategies adopted to overcome them:

Some students, particularly female students of sent on industrial visits or internships by their passes because they are college. Parents of students are encourage they are industrial tours and visits by informing them about the importance of internal contribute increase in total participation.

It is necessary to have laboratories to conduct scaling and from industry in order to apply this technique.

Regular alumni meetings, which assist enhance industry relations aps, should be held to maintain interaction with alumni working in various transfers. It offered a forum for both Students and staff members to become aware of industry expectations for skill sets that students must possess in order to be employable.

Through industrial visits, summer internships, and industry projects, IIIC provides several chances forstudents and professors to get industry experience.

The IIC aided industry people in upgrading their credentials, knowledge, and competence via higher education, continuing education, and training.

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### Impact of the practice:

- The number of placements has increased.
- Establishing a solid working relationship with the industry.
- These activities aid in producing a confident output capable of dealing more successfully with social difficulties.
- An increase in the number of consultancies.
- A rise in the number of qualified profesors.
- Improving the effectiveness of the tenning and learning process.
- The applicants' employability skills improved.
- The number of people with technical and those who are employable has grown.
- With more offers to average package, the number of campuspositions provide
- Through contests Skill specialized Placemen. have won a number of local, regional, and national competitions as went opposed by the pyment offers
- Students receive more practical under that by visit many industry and learning about the process.
- They can apply this practical knowledge to their acader work or utilize it to start theirown businesses. This demonstrates how remain industry trips inspire creativity.

### Resources required:

To bring the students up to speed, it is necessary to have a knowledgeable, experienced, and trained faculty.

The institute should be situated in such a way that industry professionals may easily reach it. To facilitate successful teaching and learning, it is critical to provide tools such as smart classrooms, cutting-edge software, and ICT-enhanced classrooms.

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## Photos of Indust al visit to various Government d Non-Govt.

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### **BEST PRACTICE - I**

## Report on CPRI (Central Power Research Institute) - Hyderabad. Industrial Visit

We are going to plan an industrial visit in the month of February/March for 3rd and 4th year students. So kindly grant us permission for the visit. Tentative schedule: February17/2/2022 March10/3/2022 March10/3/2022

Thanking you.

Kalpana Assistant CPRI UHVRL Hyderabad

То

Ms. Indirarani,

Samskruti College of Engineering and Technology.

Ghatkesar

Dear Sir.

Sub. :Industrial visit by B.Tech students and faculty many permission - Reg.

Ref.:Your mail letter dated 02.02.2022 Who reference our mail letter dated 02.02.2022 seeking permission for industrial visitations.

With reference to the above permission is hereby according to a lial visit on 03.03.2022 (One batch Approx.40 students) from 2.00 PM onwards. With the following additions:

- 1) This Institute charges a nominal amount of Rs.1150/per visit & n. 10 students per batch, payable by way of Demand Draft in favour of CENTRAL POWER RESEARCH. UTE, payable at Hyderabad or by CASH before commencement of the visit, for the description will be is.
- 2) A List of students and staff members has to be abmitted to our curity Section before the commencement of visit.
- 3) You are required to confirm availing the above allotted date(s) for the visit very in advance.

Thanking you, Yours faithfully

Colordinator

The day

Principal

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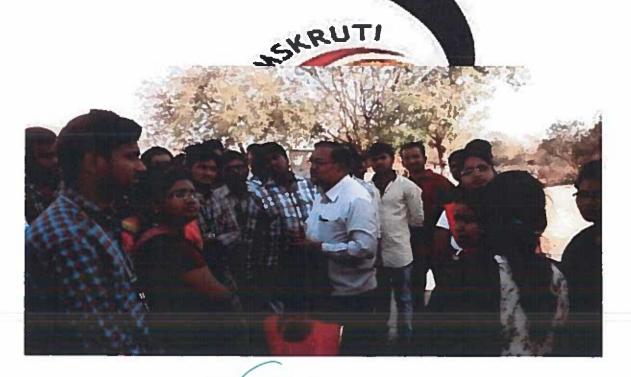
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On receiving the letter of permission from Central P Research Institute (CPRI), Hyderabad, 42 students with 4faculty members (G. Indira Rani, R. M. Brisilla, Kumar, and Reshma shaik) attended industrial visit on 03/03/2022.

After getting the entry pass an engineer took us to testing site. We got a good knowleds generated for testing the high power equipments u Thyristor circuits.

First, we saw the high voltage impulse witching and lightning impulses are n of capacitors of 245 KV using



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Then we visited cascade transformer set up which is used to generate high voltage for testing devices used in high voltage transformers such as transformer bushings, isolators. On this site, the engineer explained especially about the corona testing as well as hie testing inder dry and wet conditions.

We got a clear idea on, how the corona is arti ally created and how and when the flash over occurs and the various testing conditions. Finally, we saw the corona testing is done for contaminated string insulators by artificially creating contamination on a insulator by sparking saline water on it. In all the sites, the students and the faculties asked their queries at answers from the testing engineers. We left the premises at 5.15 pm. It was an informative, interesting ssful visit.



#### Queries:

- 1. What is the difference between switching and lightning impulse?
- 2. Which fault is more severe in power systems?
- 3. How the corona is created artificially in testing environment?
- 4. How the wet condition tests are done in outdoor environment?
- 5. Is there any safety precautions required for the people while doing high voltage testing?
- 6. How the contamination is created artificially in a string insulator.
- 7. Whether any foreign country is sending their equipments to CPRI for testing.
- 8. Is there is any opportunity for the students to do their project in CPRI?

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#### Outcome:

- 1. Got practical knowledge on testing of High voltage equipments.
- 2. Students saw the practical set up for generating the high voltage artificially for testing purpose.
- 3. Also, they got a practical view on varying the output voltage of cascade transformers.
- 4. To generate high voltage in the required level, the capacitors are connected in series using thyristor controlled circuits.
- 5. The first time the students saw the mega size apparatus which are used in power sectors for testing purpose.

Acknowledgement: On behalf of students and faculties We thank the Head of EEE Department and the Principal for permitting us for the industrial visit. Also, I request you to arrange more industrial visit for students which can practically train the students.

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Co-ordinator A. Suresh Asst.professor EEE Dept.

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### **BEST PRACTICE-II**

Life Skill Training Program

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#### Report

Program Name: Life Skill Training Program

Date: 19-02-2023 to 24-02-2023

Venue: Samskruti College of Engineering and Technology

Organised: Rubicon

Trainers: Mr. A R Bhagat Rahman and Mr. Thakkella Prudhvi Kumar

Introduction: The Life Skill Training Program organized by RUBICON at Samskruti College of Engineering and Technology aimed to enhance the holistic development of first-year students across all departments. The comprehensive program, conducted from 19th to 24th February 2023, covered various crucial aspects of personal and professional growth. The sessions were conducted by esteemed trainers. Mr. A R Bhagat Rahman and Mr. Thakkella Prudhvi Kumar.

#### Training Topics:

1. Organizational Structure: The program began with an exploration of organizational structures, providing students with insights into how businesses and institutions are organized. Understanding the dynamics of an organization is crucial for students as they embark on their academic and professional journeys.



2. Public Speaking: Mr. A R Bhagat Rahman shared valuable tips and techniques for effective public speaking. Students learned to articulate their thoughts confidently, a skill vital for presentations, seminars, and future professional engagements.





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3. Presentation Skills: This session focused on honing presentation skills, offering students practical guidance on creating engaging and impactful presentations. The importance of visual aids, body language, and clear communication were emphasized.



4. E-mail Etiquette: The training program delved into the nuances of professional communication through emails. Mr. Thakkella Prudhvi Kumar guided students on crafting concise, clear, and respectful emails, emphasizing the importance of professional communication in a digital age.

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- 5. Grooming: Understanding the significance of a professional appearance, the grooming session covered aspects such as attire, personal hygiene, and overall grooming standards. This knowledge is crucial for students as they prepare to enter the professional world.
- 6. Group Discussion: The art of participating in and leading a group discussion was explored. Practical tips on effective communication, active listening, and presenting one's viewpoint in a group setting were provided.



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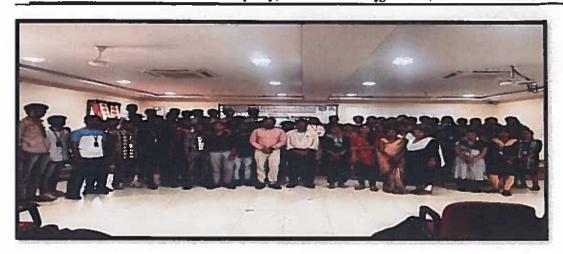
- 7. Personal Interview: Students were equipped with the necessary skills to excel in personal interviews. The trainers simulated interview scenarios, offering constructive feedback on how to confidently answer questions and showcase their strengths.
- 8. Assessment: A key component of the training program was the assessment of students' skills in group discussion and personal interviews. This provided students with a practical understanding of their strengths and areas for improvement.

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Certificates and Prizes: RUBICON recognizes the active participation of students and will be awarding certificates to all who actively engaged in the training program. Additionally, for five lucky students, RUBICON is offering a substantial Scholarship cash prize worth 3 lakhs, providing an extra incentive for participation and excellence.

Conclusion: The Life Skill Training Program by RUBICON at Samskruti College of Engineering and Technology was a resounding success. Students gained valuable insights into various aspects of personal and professional development, setting a solid foundation for their future endeavors. The program not only equipped them with essential skills but also instilled confidence as they progress through their academic and professional journeys.

Co- ordinator

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Principal

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