



SITAM

SATYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Gajularega, Vizianagaram, Andhra Pradesh, India-535002.

Accredited by "NAAC"

Approved by AICTE and Affiliated to JNTU, GURAJADA VIZIANAGARAM

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IQAC- SATYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Qualitative Metrics

Criterion 7-Institutional Values and Best Practices

7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
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1. Title of the Best Practice

Encouraging student participation in processes dedicated to improving quality.

2. The Context

- Higher education institutions in India play a crucial role in shaping knowledge communities and societies committed to advancing the educational system. In this regard, the active involvement of all stakeholders, including students, in institutional quality improvement processes is indispensable. At SITAM College, student participation in quality enhancement is a continuous and ongoing practice. The engagement of students in the higher education quality enhancement process is essential for the following reasons:
- Students are perceived as skilled human resources poised to actively engage and contribute to the progress and advancement of business and industry. They represent a primary driving force consistently striving to expand the boundaries of knowledge. The involvement of students in quality enhancement is regarded as an opportunity for them to actively participate in the ongoing development process. This fosters a sense of belonging to the institution and a responsibility to uphold and safeguard its performance excellence.
- Teaching constitutes the central domain of the academic sector. Effectively managing teaching-learning practices within an educational institution contributes significantly to engaging the student voice meaningfully. Creating a student-friendly teaching-learning environment is essential to promote a more effective learning experience for students.

3. Objectives of the Practice

- Broadening the institutional tradition to actively engage students and bolster the student-teacher relationship.
- Assisting in reevaluating the traditional paradigm of the student-teacher dynamic in light of the evolving nature of education worldwide.
- Facilitating teachers in understanding and incorporating student feedback and evaluations on teaching methods and classroom learning processes.
- Enabling the institution to gather students' perspectives on crucial institutional, educational, and administrative aspects.
- Identifying any shortcomings in both educational and physical infrastructure as well as student services from the students' viewpoint, aiming for quality enhancement and progress.

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Strengthening the collaboration between students and teachers in the process of enhancing quality in higher education.

The Practice

- The Internal Quality Assessment Cell (IQAC) at SITAM occasionally arranges programs to encourage student participation.
- The Student Council/Governing Body is consulted on various matters concerning student welfare and other policy-related issues.
- Representatives from SITAM Alumni are included in the Board of Studies.
- Events like Open House, both inclusive and exclusively for female students, are organized.

5. Advantages

- This initiative has empowered SITAM to embrace a student-centric approach not only in the learning process but also in institutional quality enhancement.
- It has established a platform for students to express their thoughts and perspectives.
- Student involvement has introduced innovative and dynamic ideas into the improvement of higher education quality.
- Teachers, through this initiative, stand to gain valuable feedback from students regarding quality enhancement in classroom teaching and innovative teaching practices.
- This practice has enabled the institution to develop well-received programs and courses, contributing to the creation of a student-centric environment within the organization.

6. Challenges

- The challenges in adopting and implementing this initiative lie in the variability of students' understanding and definitions of quality. Students exhibit diverse interests and perspectives on quality in both academic and administrative practices, making it challenging to establish a consensus on quality standards. There is a certain degree of tension in classroom teaching and examination processes, and students' perceptions of these aspects may serve as a barrier to adopting some recommendations.

7. Evidences of Success

- It has been observed that students have demonstrated a keen interest in comprehending the quality initiatives of the college. Numerous students willingly engage in activities that provide them with opportunities to witness actions infused with quality. Ongoing feedback has allowed the institution to enhance the value of its educational and administrative practices, transforming them into a more student-centric approach.

8. Resources Required

- Resources, in terms of time dedicated to these initiatives, are essential. A comprehensive and regularly updated record of alumni profiles, tracking their career progression, serves as a crucial resource. This enables the institution to invite individuals who can provide valuable insights in the quality enhancement process. A robust feedback system, allowing students to express concerns and evaluate various educational and administrative aspects of the institution, is another necessity for identifying areas for quality improvement. The integration of the ERP system, Knowledge Pro, with this feedback mechanism has streamlined and automated the process of collecting, processing, and analyzing feedback, making it more efficient.

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Title of the Best Practice

Remedial Courses for Students Needing Additional Support

2. The Context

- Students facing challenges in keeping up with the classroom pace due to lower IQ often go unnoticed, as they may not have a specific learning disability. Unfortunately, many of these students end up leaving school because the classroom environment proves to be challenging for them. However, learning is a lifelong endeavor, and every child should be given an opportunity for continual growth in their life. SITAM College actively promotes this philosophy by offering a dedicated platform for such learners who, due to certain unavoidable circumstances, couldn't initially keep up. A separate session is provided for these learners with subject experts, and the outcomes have been remarkably successful so far.

3. Objectives of the Practice

- Addressing the specific needs of students after identifying their challenges.
- Equipping slow learners to successfully engage with foundational level courses.
- Bridging the gap between slow learners and their peers at the standard learning pace.
- Monitoring and enhancing performance towards achieving excellence.

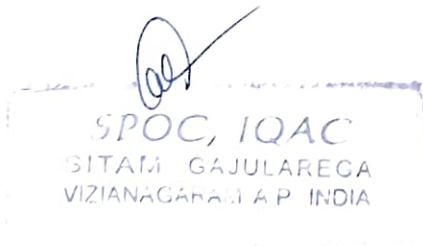
4. The Practice

- Bridge Courses are designed for students without a background in commerce or those who did not pursue Mathematics after matriculation, including those who scored below 50% in Mathematics. Mandatory enrollment is required for this program. The Bridge course is a 3-week program, sometimes extending to 4 weeks based on student needs, conducted before the commencement of regular undergraduate classes. Pre-assessment criteria are determined by the students' exam marks. Following the Bridge course, students scoring below 50% may need to retake the same examination, although this requirement has seldom arisen. The success ratio of improved performance is evidenced by the feedback collected from students over the years.

5. Challenging issues

The Bridge Course has encountered few challenges, including:

- Delays in University results impacting the pre-assessment criteria check, as the Bridge course starts a few days before the commencement of degree courses.
- Difficulty in maintaining personal contacts with students once admission is completed, as they tend to change their location and contact numbers.
- Scheduling conflicts between the Bridge course and other competitive entrance exam dates.
- Students' various personal commitments during the duration of the course.
- Lack of seriousness among some students.




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ance of Success

Students exhibit the ability to excel in exams, as evidenced by their assessment marks and subsequent performance. Their enhanced confidence enables active participation in various curricular and co-curricular activities, excelling particularly in those with positive outcomes. The consistent success of the program is evident in the students' results, serving as a continuous testament to their abilities and the program's effectiveness. The positive written feedback from slow learners provides valuable input, reinforcing the need to conduct such programs on a regular basis.

7. Resources Required

- Substantial investment in intellectual and knowledge facilitators.
- Oversight department comprising experts to closely monitor students' needs.
- Qualified instructors dedicated to educating slow learners in their challenging areas.
- Strategic planning of syllabus and a problem-based approach to guide these students.

1. Title of the Best Practice

Holistic Assessment Framework / Integrated Evaluation System

2. The Context

- SITAM, in line with its innovative standards in higher education, has implemented a distinctive Comprehensive Evaluation System for students. This system emphasizes both formative and summative assessments. SITAM students undergo Class Tests, Homework, Quizzes, Projects, and Assignments throughout the year, aligning closely with formative assessment. Simultaneously, at the end of a term, students are evaluated to gauge the depth of their learning throughout the academic year, making summative assessment a standard practice for all students in the institution. However, recognizing the diverse backgrounds of its students, SITAM places emphasis on formative assessment to encourage and facilitate learning for skill development. Hence, the Comprehensive Evaluation System establishes a framework to support such practices within the institution.

3. Objectives of the Practice

- Developing a system of continuous and comprehensive assessment spread throughout the semester.
- Emphasizing various application-based and analytical activities to foster critical thinking among students.
- Prioritizing the holistic development of students throughout the academic year.
- Giving equal importance to Academic, Cultural & Creative Talent, Sporting capabilities, and Social Work practices during the semester.
- Ensuring that students are empowered through a creative and innovative approach to learning.

4. The Practice

The scoring of marks is meticulously considered in both the continuous and comprehensive assessment methods, with Summative and Formative evaluations being allocated in a 70:30 ratio, respectively. This division ensures that students have abundant opportunities to enhance both their fundamental academic skills and life skills. In core skill areas, subjects of a more technical nature receive summative emphasis for end-of-term exams, while activities such as research projects,

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participation in outreach programs, PowerPoint presentations, etc., are regarded as formative assessment components.

Throughout the learning phase, observation criteria and feedback mechanisms, both formal and informal, are carefully structured during formative sessions to provide constructive guidance to students. Some formative sessions are not graded but serve as feedback opportunities for students to enhance their performance before the summative assessment.

This differentiated assessment approach aids students in planning and refining their subjective knowledge and life skills. The system also allows faculty members and instructors to appreciate students' involvement in co-curricular and extra-curricular activities, such as outreach programs, field visits, industrial visits, sports events, debates, discussions, JAM sessions, NCC, etc., which are pivotal for developing students' life skills and character.

Subjects like languages are acknowledged for their diverse responsibilities, involving creative thinking and writing, whether in terms of essay composition or maintaining regular personal journals. Oral presentations are given prominence to bolster students' confidence both on and off the stage, fostering critical thinking skills. Life skills are deemed invaluable and irreplaceable, and no alternative can compensate for their development.

5. Challenging issues

Creating a conducive teaching-learning environment for both students and faculty members in institutions sometimes encounters inevitable challenges. Some of them include:

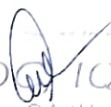
- Short-term assessments increase the workload for instructors.
- It demands preparation, efficiency, and resourcefulness on the part of instructors.
- Continuous Comprehensive Evaluation is time-consuming.
- Some instructors may consider avoiding work and responsibilities, citing overwork due to formative assessment processes.

6. Evidence of Success

The majority of students have demonstrated their interest in co-curricular activities, aligning with the comprehensive assessment processes. Students have developed a positive mindset towards themselves and others, a vital life skill. Additionally, students have excelled in activities such as sports and co-curricular events like debates, group discussions, and community representation, contributing to the overall grooming of their personalities. The success of these students is evident in their final scorecards, which encompass all assessment grades.

7. Resources Required

- Substantial investment in intellectual and knowledge facilitators.
- Specialized departments with experts to closely monitor students' involvement and performance.
- Qualified instructors working in tandem with the pace of students, paying attention to the needs of slower learners.
- Skilled instructors dedicated to teaching students in their challenging areas and helping them overcome difficulties.


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Practice of the Best Practice

Increased Focus on Sports

2. The Context

- At SITAM, we firmly believe that sports are an integral part of holistic education. Sports education contributes to the overall development of students' personalities.

3. Objectives of the Practice

- Identifying talent at the micro level and providing appropriate training.
- Regular monitoring to enhance performance towards excellence.
- Ensuring excellent development and maintenance of sports infrastructure by the institution.
- Encouraging students to pursue careers related to sports.

4. The Practice

- Admissions through the sports quota involve a micro-level talent search and appropriate training provided by the institute throughout the academic year. Additionally, there is a continuous monitoring system in place that enhances performance and contributes to excellence in the respective sporting events.

5. Advantages

- Priority given to students with an outstanding sports record during the admission process.
- Specialized coaches for tailored training for sports students.
- Opportunities to participate in University/State or National teams.
- Enhancement of confidence levels and communication skills among these students.
- Provision of meals and beverages for sports students during practice, considering their nutritional requirements.

6. Challenging issues

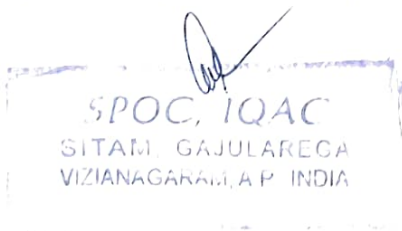
- Availability of infrastructure and space on the institute premises for the practice of various sports activities.
- Access to high-quality sports equipment that students can utilize to practice the sport.

7. Evidence of Success

- SITAM organizes numerous sports tournaments throughout the year, including its own sports fest.
- There has also been an increase in the number of students pursuing careers related to sports.

8. Resources Required

- Provision of high-quality sports equipment.
- Granting special scholarships to deserving sports students.
- Ensuring sufficient space for various sports activities.




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the Context

- SITAM believes in an inclusive device of governance wherein all stakeholders along with college students, teachers, alumni, dad and mom, expert our bodies and the enterprise is worried withinside the decision- making process.

3. Objectives of the Practice

- Ensuring that all stakeholders feel involved in administrative decisions.
- Collecting a wide range of suggestions to make informed decisions.
- Fostering a sense of satisfaction among students, faculty, alumni, parents, and professional bodies.

4. The Practice

Governance activities in the institute are carried out through the following channels:

- Student Council
- Feedback Mechanism
- Exit Interviews
- Staff Performance Evaluation
- Grievance Committee
- Active Alumni, BOS/Academic Council, and Governing Body
- Extended IQAC

5. Advantages

- All stakeholders sense worried with administrative decisions
- A extensive variety of hints are made to be had that allows you to make the great governance decisions
- There exists a feel of pride some of the college students, teachers, alumni, dad and mom and expert our bodies.

6. Challenging issues


- Considering ideas from all stakeholders.
- Ensuring satisfaction among all stakeholders with governance decisions.

7. Evidence of Success

- Positive feedback from students.
- Positive feedback from parents.
- Selection of Best Outgoing students through Alumni recommendations.

8. Resources Required

- Established feedback systems to record stakeholder input reliably.


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The Context

- Education Beyond the Classrooms at SITAM encompasses all elements intentionally designed to enhance the educational experience. It includes not only the academic curriculum but also music, drama, sports, community engagement, performance opportunities, and outreach activities for the benefit of the community.

3. Objectives of the Practice

- Identifying effective methods for teaching and learning beyond traditional classroom settings.
- Enhancing the educational experience by engaging in innovative and captivating approaches to knowledge-building.

4. The Practice

At SITAM, education beyond the classroom is achieved through the following avenues:

- Professional Certification Programs
- Outbound Learning Programs
- Internships – Corporate & Social Sector
- Extension and Community Outreach
- Sports

5. Advantages

- Builds the confidence of the students and facilitates a smooth transition into the industry.
- Encourages and assists students in pursuing their passions and turning them into careers.
- Sensitizes students to social issues around them and enhances their awareness to contribute to solutions.

6. Challenging issues


- Motivating students to engage in voluntary social service.
- Collaborating with global industries and other institutions for industrial and educational visits.
- Training professional staff to effectively implement this model of education.

7. Evidence of Success

- Outreach activities of students are featured in newspapers.
- Compulsory industrial and social visits are conducted every academic year.
- Many college students be a part of NGOs to canvases for society due to publicity and mastering they get hold of on those outreach programs
- An increase in the number of students pursuing careers in sports, music, and other creative fields.

8. Resources Required

- Specially trained faculty members to ensure effective organization of activities and provide students with sufficient orientation to carry out their duties and responsibilities.


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