



SITAM



SATYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Near RTO Office, Gajularega, Vizianagaram-535003, Andhra Pradesh, India

Accredited by "NAAC", Approved by AICTE, New Delhi

(Permanently Affiliated to JNTUGV, Vizianagaram, Recognized by SBTET, Government of A.P)

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SBTET CODE: 649

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Qualitative Metrics

Criterion7-Institutional Values and Best Practices

Key Indicator 7.2 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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I. Title of the Practice

Encouraging student participation in processes dedicated to improving quality.

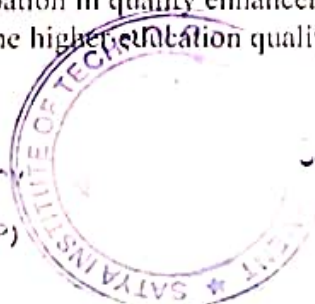
Objectives of this practice

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

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 highest quality enhancement process is essential for the following reasons:

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- 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.

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.

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.

Problems Encountered & Resources Required

1. Incentives and Recognition:

- Problem: Difficulty motivating students to participate.
- Resource Required: Budget for offering incentives such as gift cards, vouchers, or extra credit. Also, resources for creating certificates or awards to recognize students' contributions.

1. Awareness Campaigns:

- Problem: Lack of awareness about opportunities for participation.
- Resource Required: Funding for marketing materials (posters, flyers, banners), digital marketing channels (social media ads, email campaigns), and personnel to coordinate outreach efforts.

2. Training and Development:

- Problem: Students may lack the necessary skills or confidence to participate effectively.
- Resource Required: Funding for workshops, seminars, or online courses to equip students with the knowledge and skills required for active participation. Additionally, personnel to facilitate training sessions and mentor students throughout the process.

3. Technology and Infrastructure:

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- **Problem:** Limited access to digital platforms or tools for remote participation.
 - **Resource Required:** Investment in digital infrastructure, including software for online surveys, virtual meeting platforms, and collaboration tools. This may also involve training staff and students in utilizing these technologies effectively.
4. Diversity and Inclusion Initiatives:
- **Problem:** Cultural or language barriers inhibiting participation from diverse student groups.
 - **Resource Required:** Funding for multicultural events, translation services, cultural sensitivity training for staff, and resources to create inclusive environments where all students feel welcome and valued.
5. Feedback Mechanisms:
- **Problem:** Inadequate systems for collecting and acting upon student feedback.
 - **Resource Required:** Investment in feedback management software, personnel to analyze feedback data, and mechanisms for transparently communicating how student input informs decision-making processes.
6. Collaborative Spaces and Resources:
- **Problem:** Lack of physical or virtual spaces conducive to collaboration and brainstorming.
 - **Resource Required:** Funding for creating or renovating collaborative spaces on campus, access to online platforms for virtual collaboration, and provision of resources such as whiteboards, projectors, and brainstorming tools.
7. Faculty and Staff Support:
- **Problem:** Insufficient support from faculty and staff in facilitating student participation.
 - **Resource Required:** Training programs for faculty and staff on best practices for engaging students, allocating time in faculty schedules for mentoring and guiding student initiatives, and recognition programs to acknowledge faculty contributions to student engagement efforts.

II. Title of the Practice

Remedial Courses for Students Needing Additional Support

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.

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

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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.

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.

Evidence 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.

Problems Encountered and Resources Required

1. Identifying Students in Need:

- Problem: Difficulty identifying students who require remedial support.
- Resource Required: Investment in assessment tools (standardized tests, diagnostic exams, placement assessments) and personnel (academic advisors, counselors) to identify students with academic deficiencies and refer them to appropriate remedial programs.

2. Engagement and Motivation:

- Problem: Lack of engagement or motivation among students in remedial courses.
- Resource Required: Development of engaging curriculum and instructional materials tailored to students' learning needs. Investment in student support services such as tutoring, mentoring, and counseling to provide personalized guidance and motivation.

3. Identifying Students in Need:

- Problem: Difficulty identifying students who require remedial support.
- Resource Required: Investment in assessment tools (standardized tests, diagnostic exams, placement assessments) and personnel (academic advisors, counselors) to identify students with academic deficiencies and refer them to appropriate remedial programs.

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4. Curriculum Development:

- Problem: Designing effective remedial curriculum that addresses students' foundational knowledge gaps.
- Resource Required: Funding for curriculum development experts, subject matter specialists, and instructional designers to create comprehensive remedial course materials aligned with academic standards. Investment in textbooks, software licenses, and online resources for supplementary learning materials.

5. Qualified Instructors:

- Problem: Difficulty finding qualified instructors with expertise in remedial education.
- Resource Required: Recruitment and training of instructors with specialized knowledge in remedial instruction. Funding for professional development opportunities to enhance instructors' skills in teaching and supporting students with diverse learning needs.

6. Support Services:

- Problem: Insufficient support services to address non-academic barriers to learning, such as financial constraints or personal challenges.
- Resource Required: Allocation of resources for student support services, including financial aid, counseling, childcare assistance, transportation subsidies, and access to health services. Collaboration with community organizations and agencies to provide wraparound support for students facing multiple barriers to academic success.

7. Technology and Infrastructure:

- Problem: Limited access to technology or inadequate facilities for delivering remedial instruction.
- Resource Required: Investment in technology infrastructure (computers, internet access, learning management systems) to facilitate online or hybrid remedial courses. Upgrade or expansion of classroom facilities to accommodate smaller class sizes and promote active learning.

8. Data Analytics and Assessment:

- Problem: Lack of data-driven insights to monitor student progress and evaluate the effectiveness of remedial programs.
- Resource Required: Implementation of data analytics tools and learning management systems to track student performance, identify at-risk students, and inform instructional decision-making. Training for faculty and staff on data analysis techniques and using assessment data to inform program improvement efforts.

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9. Partnerships and Collaboration:

- Problem: Limited collaboration with community colleges, or workforce development agencies to support students' transition into remedial education and beyond.
- Resource Required: Establishing partnerships with educational institutions, employers, and community organizations to share resources, expertise, and best practices for supporting students' academic and career pathways. Funding for joint initiatives, articulation agreements, and transfer pathways to ensure smooth transitions for students moving between educational systems.

III Title of the Best Practice

Increased Focus on Sports

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.

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.

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.

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.

Problems Encountered and Resources Required

1. Budget Constraints:

- Problem: Limited financial resources for sports programs, including equipment, facilities, travel expenses, and coaching staff salaries.
- Resource Required: Increased funding allocation from the institution's budget or seeking external sources of funding through sponsorships, donations, or partnerships with local businesses and alumni networks.

2. Facility Limitations:

- Problem: Inadequate or outdated sports facilities, such as gyms, fields, and locker rooms, to accommodate the growing demand for sports activities.

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- Resource Required: Investment in facility upgrades or construction of new sports facilities, which may involve securing capital funding, grants, or bonds. Renovation projects to improve existing facilities may also be necessary.
3. Equity and Inclusivity:
 - Problem: Ensuring equitable access to sports opportunities for all students, regardless of their socioeconomic background, gender, or ability level.
 - Resource Required: Development of inclusive sports programs that offer a variety of sports options, provide financial assistance for equipment and participation fees, and promote diversity and inclusion through outreach efforts and targeted recruitment strategies.
 4. Academic Balance:
 - Problem: Balancing academic priorities with sports commitments to ensure student-athletes can excel both academically and athletically.
 - Resource Required: Implementation of academic support services for student-athletes, including tutoring, study halls, and flexible scheduling options to accommodate training and competition schedules. Collaboration between academic advisors, coaches, and faculty to monitor student-athletes' progress and provide necessary support.
 5. Compliance and Regulations:
 - Problem: Navigating complex regulatory requirements and compliance standards governing sports programs, including eligibility rules, recruiting regulations, and Title IX compliance.
 - Resource Required: Hiring dedicated compliance officers or liaisons to ensure adherence to regulations and provide guidance to coaches, administrators, and student-athletes. Ongoing training and professional development for staff to stay informed about changes in regulations and best practices.
 6. Health and Safety:
 - Problem: Prioritizing the health and safety of student-athletes, including injury prevention, concussion management, and mental health support.
 - Resource Required: Investment in sports medicine facilities and personnel, including certified athletic trainers, team physicians, and mental health counselors. Purchase of medical equipment, such as first aid supplies, defibrillators, and rehabilitation tools, to ensure prompt and effective care for student-athletes.
 7. Recruitment and Retention:
 - Problem: Attracting talented student-athletes and retaining them within the sports program amid competition from other institutions and professional leagues.
 - Resource Required: Recruitment resources, such as scouting networks, recruiting software, and travel budgets for recruiting trips. Implementation of retention strategies, including mentorship programs, leadership development initiatives, and scholarship opportunities to incentivize student-athletes to stay committed to the program.
 8. Community Engagement:
 - Problem: Building strong relationships with the local community and fostering support for sports programs among alumni, fans, and community members.
 - Resource Required: Outreach efforts to engage local schools, youth sports organizations, and community groups through sports clinics, camps, and volunteer opportunities. Marketing and promotional activities to raise awareness of sports events and generate enthusiasm among supporters.

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IV Title of the Best Practice

Learning Beyond the Classroom Walls

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.

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.

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

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.

Problems Encountered and Resources Required

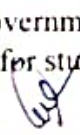
1. Access to Opportunities:

- **Problem:** Limited access to experiential learning opportunities, such as internships, field trips, and community engagement projects, especially for students from underprivileged backgrounds.
- **Resource Required:** Funding for scholarships, stipends, or grants to support students' participation in unpaid or low-paid internships. Establishment of partnerships with organizations, businesses, and community groups to create diverse and accessible learning opportunities for students.


2. Logistical Challenges:

- **Problem:** Practical barriers, such as transportation, scheduling conflicts, or geographical distance, that hinder students' participation in off-campus learning experiences.

- Resource Required: Provision of transportation services, shuttle buses, or travel subsidies to facilitate students' access to off-campus locations. Flexible scheduling options and coordination efforts to minimize conflicts between academic commitments and experiential learning activities.
3. Safety and Liability Concerns:
 - Problem: Concerns about the safety and liability risks associated with off-campus learning experiences, particularly in high-risk environments or during international travel.
 - Resource Required: Development and implementation of safety protocols, risk management procedures, and liability waivers to ensure the well-being of students and mitigate potential risks. Training for faculty, staff, and students on emergency preparedness and crisis management.
 4. Equity and Inclusion:
 - Problem: Unequal access to experiential learning opportunities based on factors such as race, gender, socioeconomic status, or disability.
 - Resource Required: Implementation of inclusive policies and practices to ensure equitable access to learning opportunities for all students. Recruitment efforts to diversify the pool of participants and promote representation from underrepresented groups. Provision of accommodations and support services for students with disabilities or special needs.
 5. Integration with Curriculum:
 - Problem: Challenges in aligning experiential learning activities with academic curriculum and learning objectives, leading to disconnected or fragmented learning experiences.
 - Resource Required: Collaboration between faculty, instructors, and experiential learning coordinators to integrate out-of-classroom experiences into the academic curriculum. Development of learning modules, reflection assignments, and assessment tools to link experiential learning with course content and learning outcomes.
 6. Evaluation and Assessment:
 - Problem: Difficulty in evaluating the effectiveness and impact of experiential learning experiences on student learning outcomes and skill development.
 - Resource Required: Design and implementation of assessment tools, surveys, and rubrics to measure student progress and achievement in relation to learning goals. Collection of feedback from students, mentors, and stakeholders to inform continuous improvement efforts and program evaluation.
 7. Faculty and Staff Support:
 - Problem: Insufficient training and support for faculty and staff involved in facilitating or supervising experiential learning activities.
 - Resource Required: Professional development opportunities, workshops, and training sessions to equip faculty and staff with the knowledge, skills, and resources needed to effectively support students' out-of-classroom learning experiences. Recognition and incentives for faculty engagement in experiential learning initiatives.
 8. Community Partnerships:
 - Problem: Limited collaboration and engagement with external partners, such as businesses, nonprofits, government agencies, and community organizations, to provide meaningful learning opportunities for students.


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Resource Required: Establishment of formal partnerships and collaborative agreements with external stakeholders to co-design and co-implement experiential learning initiatives. Investment in relationship-building activities, networking events, and liaison roles to foster productive partnerships and mutual benefit.

V. Title of the Best Practice

Inclusive Governance

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.

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.

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

Evidence of Success

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

Problems Encountered and Resources Required

1. Lack of Awareness and Understanding:
 - Problem: Limited awareness and understanding of the importance of self-assessment and quality enhancement among faculty, staff, and students.
 - Resource Required: Investment in training and awareness programs to educate stakeholders about the purpose, benefits, and processes of self-assessment and quality enhancement. Development of communication materials, workshops, and seminars to promote engagement and participation.
2. Data Collection and Analysis:
 - Problem: Challenges in collecting relevant data, analyzing information, and interpreting findings to inform quality improvement efforts.

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- Resource Required: Implementation of data management systems, survey tools, and assessment instruments to collect and analyze quantitative and qualitative data. Training for staff on data collection methods, statistical analysis techniques, and data visualization tools.
3. Resource Constraints:
 - Problem: Limited resources, including funding, staff time, and technological infrastructure, for conducting comprehensive self-assessment activities.
 - Resource Required: Allocation of financial resources for hiring dedicated staff, consultants, or external experts to support self-assessment processes. Investment in technology infrastructure, software licenses, and data management systems to streamline data collection, analysis, and reporting.
 4. Resistance to Change:
 - Problem: Resistance to change or reluctance to participate in self-assessment activities among faculty, staff, or administrative units.
 - Resource Required: Change management initiatives, including stakeholder engagement strategies, leadership support, and incentives for participation. Establishing a culture of continuous improvement and recognition for contributions to quality enhancement efforts.
 5. Coordination and Collaboration:
 - Problem: Lack of coordination and collaboration across departments, units, or campuses in conducting self-assessment and quality enhancement activities.
 - Resource Required: Establishment of centralized coordination mechanisms, such as quality assurance offices or internal quality assurance cells (IQAC's), to facilitate collaboration and communication. Regular meetings, working groups, and task forces to coordinate self-assessment activities and share best practices.
 6. Capacity Building:
 - Problem: Insufficient skills, expertise, and resources for staff and faculty to effectively conduct self-assessment and quality enhancement activities.
 - Resource Required: Training and professional development programs on self-assessment methodologies, quality improvement techniques, and accreditation standards. Provision of mentorship, coaching, and peer support networks to build capacity and promote knowledge sharing.
 7. Sustainability:
 - Problem: Challenges in sustaining momentum and commitment to self-assessment and quality enhancement efforts over time.
 - Resource Required: Long-term strategic planning, goal setting, and performance monitoring to ensure continuity and sustainability of quality improvement initiatives. Integration of self-assessment processes into institutional policies, practices, and decision-making structures.
 8. External Accountability and Recognition:
 - Problem: Balancing internal quality improvement goals with external accountability requirements, such as accreditation standards or regulatory compliance.
 - Resource Required: Alignment of self-assessment activities with external quality assurance frameworks, accreditation criteria, and performance indicators. Engagement with external stakeholders, accrediting bodies, and peer institutions to benchmark performance and seek recognition for quality enhancement efforts.

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