YEARLY STATUS REPORT - 2020-2021

Part A
Data of the Institution

1.Name of the Institution	SIDDHARTHA INSTITUTE OF TECHNOLOGY AND SCIENCES
• Name of the Head of the institution	Dr.S.F.KODAD
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04029706523
• Mobile no	9542664980
• Registered e-mail	principal.siddhartha@gmail.com
• Alternate e-mail	director@siddhartha.co.in
• Address	Korremulla
• City/Town	Hyderabad
• State/UT	Telangana
• Pin Code	500088
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	**Self-financing**
• Name of the Affiliating University	**JNTU Hyderabad**
• Name of the IQAC Coordinator	**Dr.G.Dhanalakshmi**
• Phone No.	**07989541235**
• Alternate phone No.	**9542664980**
• Mobile	**9542664980**
• IQAC e-mail address	**principal.siddhartha@gmail.com**
• Alternate Email address	**chariman.sits@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://siddhartha.co.in/wp-content/uploads/2021/09/AQAR-19-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://siddhartha.co.in/wp-content/uploads/2021/11/1.1.2.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.37**	**2018**	**01/07/2018**	**01/07/2023**

6.Date of Establishment of IQAC	**01/07/2013**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**NIL**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	[View File]()

9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Quality improvement strategies in academic aspects, student support programs relevant to academic ,Faculty development program, workshop, Guest lecture, Infrastructure facilities. • Implementation of OBE. External Internal Academic audits for all Courses s. Revenue generation through R D, Consultancy and Testing services. Train the students in new technology as per industry requirement. Create awareness improve ecological practices to conserve power and keep campus ecofriendly.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Incorporation of some more PG courses in the college. PG course in Education has been introduced in the college in academic session 2017-18.	Giving a good number students a chance of progression.
Opening of the second NSS Unit in the college.	Coverage of a wider area with increased number of students for carrying out the social services and complying with social responsibilities
Sending important notifications to all stakeholders of the college through SMS. Important notifications are also displayed at different locations of both the campuses of the college through digital display.	Better intimation of notifications to all teaching, non teaching staff of the college and the students.
Online admission process in both UG & PG levels.	Ensuring fair admission in compliance with the Govt. Reservation policy.
Intimation of yearly schedule of the college to the teaching & non-teaching staff and students of the college at the beginning of the year through distribution of academic calendar.	Better participation from the part of all concerned in the college activities.
Computer training for the non-teaching staff of the college to enhance their operational skill.	Better functioning of the college office including the college accounts
Computer training for the non-teaching staff of the college to enhance their operational skill.	Better functioning of the college office including the college accounts

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name	Date of meeting(s)
Nil	**Nil**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	**07/02/2022**

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**508**

File Description	Documents
Data Template	[View File]

2.Student

2.1 Number of students during the year	**2318**

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**400**

File Description	Documents
Data Template	[View File]

2.3 Number of outgoing/ final year students during the year	**432**

File Description	Documents
Data Template	[View File]

06-05-2022 04:31:39

3.Academic	
3.1 Number of full time teachers during the year	**190**

File Description	Documents
Data Template	[View File](#)

| 3.2

Number of sanctioned posts during the year | **190** |

File Description	Documents
Data Template	[View File](#)

4.Institution	
4.1 Total number of Classrooms and Seminar halls	**62**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**915**
4.3 Total number of computers on campus for academic purposes	**1120**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The following mechanisms for effective curriculum delivery are currently in place at Siddhartha Institute of Technology and Science:

1. At the start of each academic session, Departmental meetings are held in which the topics in the syllabus are distributed to the teachers after discussion with them.

2. The number of classes for each topic is determined by the

syllabus and the number of credits awarded to each topic/group/paper, among other factors.

3. For each year/semester, the college administration gives a well-designed weekly Routine/Schedule/timetable for both UG and PG classes.

4. Department heads create a routine that is duly approved by the Principal.

5. Lectures are prepared by teachers based on the assigned curriculum and available classes.

6. Under the supervision of college administration, classes are held according to the schedule.

7. We have a large central library with an open access system, as well as various departmental libraries for the benefit of students. Our college subscribes to a large number of journals (in science, the arts, and business). Both professors and students have access to e-books and e-journals. Our college has joined the NPTEL Local Chapter (National Program on Technology Enhanced Learning), which provides students with online access to e-learning. Courses in video format for a variety of fields.

8. Various classroom teaching methods based on the needs of different subjects, such as

a. chalk and blackboard method are regularly used for effective curriculum delivery.

b. An ICT-enabled teaching-learning approach.

c. Using various software programmers.

d. Effective lecture delivery requires the use of scientific models and charts.

e. Teachers' distribution of class notes. f. Group discussion among students during class.

g. Curriculum-related micro-teaching and seminars by students

h. Students paper presentations i. Students are provided with proper and enough equipment for their practical classes; there is also a central instrumentation facility for this purpose.

j.The departments carry out need-based survey programmers, fieldwork, and educational excursions.

k. Project work and dissertations are completed in order to complete their degrees.

l. For advanced studies, seminars and special speeches by experts are held on a regular basis.

To maintain track of the students' progress, frequent class tests, mid-term examinations, mid-semester examinations, regular assessments in practical classes, and viva-voce are conducted.

Remedial and tutorial classes are also offered according to need. Departments keep extensive records of classes, assessments, and project reports, among other things. The college administration also keeps a close watch on the outcomes, departmental activities, and student needs, as well as keeping track of the college's many activities in terms of teaching-learning, development, and improvement of various methods of effective curriculum delivery.

File Description	Documents
Upload relevant supporting document	[View File]()
Link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/1.1.1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The University publishes an academic schedule for Respective Courses at the start of the academic year. The institution ensures good time management and carefully adheres to the affiliating university's timeliness. To stay on track with the academic calendar, the Institute uses good planning. This allows teachers and students to space out their teaching and learning while also allowing for regular assessment. There are two semesters in every academic year. Each semester will last 16 weeks. After 8 weeks of classwork, the first Continuous Internal Examination (CIE- I), also known as MID-I, and the Lab Internal-1 are Conducted. After 16 weeks of classwork, CIE- II (MID- II) and Lab Internal- II are conducted. The students are taught the relevant syllabus during the above-mentioned 8 weeks of classwork. They are then put through their paces on the same material. Students are evaluated by the Institute in three ways:

theoretical, objective, and assignments. The descriptive part is given a score out of ten. The aim is graded on a scale of 10 points. The grade is based on a 5-point scale. To prevent overburdening pupils with too many exams, these tests are given at regular intervals. The student's final internal marks are obtained by taking the average of both of these exams. These marks are also used to identify pupils who are slow learners, and bridge lessons are held to help them improve their performance before the external examination. The OBE format is used to create all question papers. They are aligned with the course outcomes, which are stated at the start of the course. Unaddressed programme outcomes are included in the assignments provided to the students. This aids students in gaining information outside the syllabus, as many topics are not addressed in university exams but are still relevant. In a semister, these assignments are delivered twice. To stay on track with the university's academic calendar, students must finish them in the time allotted. Every department prepares internal calendars in accordance with the university calendar to guarantee that the curriculum is delivered on time. Every instructor adheres to a rigid schedule that is discussed and authorized by their department's head. After that, a daily division of subjects and chapters is determined. These subjects and chapters were selected in light of the impending CIE. The pupils will be able to complete the assigned syllabus in a reasonable amount of time thanks to the schedule that was prepared. Students are given ample time to prepare and practice their topics prior to the examinations. As in event that a change is required, the university informs the college, and the college enacts the adjustment. Teachers from all departments adhere to and respect the academic calendar in all circumstances.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/1.1.2.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of C. Any 2 of the above

Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

17

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

15

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

2186

File Description	Documents
Any additional information	[View File](#)
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The goal of education, according to SITS, is to assist each student discover their identity, recognize their purpose in life, and contribute to society, the environment, and their fellow humans. The art of holistic education is found in institutions' ability to provide a diverse curriculum in effort to enhance students to develop an intrinsic appreciation for life and a strong desire to learn. The institution would evaluate the significance of the world's pressing conditions and challenges, such as the environment, climate change, politics, socio-economic, and gender conflicts, under the autonomy framework.

In order to solve the shared accountability, SITS educates the students for themselves and society, educates them for a bigger view of life, and inspires a sense of social responsibility through relevant courses in various categories that enrich the learning experience. SITS has introduced various types of courses in the curriculum to combine cross-cutting courses relevant to gender, environment and sustainability, human values, and professional ethics.

The courses are designed to enhance professional competencies even while imparting general competencies such as social and ethical values, gender, human values, professional ethics, environmental sustainability, and etc, resulting in students' success and growth. Field work, citizen involvement, and gender sensitization just are just few example of practical experiences related to gender sensitivity which enables the students to understand real-life problems and situations. These courses test students' conceptual, theoretical, and analytical understanding on gender as a social construction, as well as several approach when working toward gender equity in India and across countries. Students are trained by SITS to develop human values and professional ethics in them. In this

context, the following ten golden rules of professional ethics in the workplace have been discussed in order to respect the Institute and students.

The golden rules are as follows:

1.Always aim toward excellence.

2. Be dependable

3. Be Accountable

4. Always be respectful and polite to the others.

5. Be reliable

6. Responsive, and effective.

7. Always behave in an ethical way.

8. Always be genuine and admirable in your activities.

9. Ensure the confidentiality of the others.

10. Act as role models The students participate in several of activity in order to establish these principles in a professional manner. Women Empowerment Cell, Anti-Ragging Committee, NSS/NCC, Community Club, Eco Club, and other committees and groups are responsible for the various activities. These committees and clubs are necessary to the institute's efficient execution. Environmental Sciences, Soft Skills & Professional Ethics, Gender Sensitization, Indian Constitution, Essence of Indian Traditional Knowledge, as well as other mandatory courses are included in UG courses, whereas Value Education, Stress Management through Yoga, Personality Development through Life Enlightenment Skills, and other PG courses are included. A variety of activities, such as seminars, workshops, guest lectures, and industry visits, are conducted to recognize the importance of the course to students about environmental matters.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

406

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1656

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students

A. All of the above

Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://siddhartha.co.in/naac/1-4-1/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://siddhartha.co.in/naac/1-4-2/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

684

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

315

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Bridge classes are conducted for the first year students immediately after they join, to enable flexible transition into college study from school level. After commencement of the first year classes, diagnostic test will be conduct to analysis th statistics of the students.

1. Number of students in school with medium of instruction in Telugu

2. Number of students who had no exposure to computing knowledge

3. Number of students from Rural Background Based on these statistics, the Bridge classes are conducted as below: Communicative English Fundamentals of Computing Mathematics course is conducted for everybody from Engineering point of view Remedial Classes handled by the respective subject handling faculty after class hours they interact with students in clearing all the doubts. The teachers after first internal assessment guide the students as far as student-specific gray areas are concerned. The students who obtain marks below the class average are identified as slow learners after the first internal mid examination and special coaching classes are being conducted for the students based on their performance in the test, after the college hours. Their performance in the first internal assessment test is monitored and if it is less than the class average these students are advised to register for remedial classes. The mentor should counsels these students motivating their participation in remedial classes. The remedial classes are held in the evening between 4.00 PM and 5.00 PM. After these remedial sessions, if the performance improves in the subject internal tests, the students are appreciated and motivated to keep up the performance. The institution offers scope for advanced learners also appoint the Faculty Co-ordinator to conduct various events to improve their skills. They are identified · By their performance in the class room. · Performance in the end semester examinations. · Participation in department activities. · Prizes won in Co-curricular and extracurricular activities. · For these advanced

learners the following provisions are made to take up one • Full time project work or internships in industries or R&D establishments.

Coding classes and special seminars are arranged for the advance learner for improving technical skills. The "Incubation center and Centre of Excellence" is functioning in the campus helps them to develop their innovative ideas. Additional Experiments are giving to the advance learner as content beyond the syllabus.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/2-2-1
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
2318	190

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The teaching-learning process is one major objective and the strength of our college. Students are given a right blend of traditional and modern methods to make learning student-centric and a rewarding experience. Experiential learning, participative learning and problem solving methodologies are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management.

a) Experiential learning

1.Practical courses (laboratory) including virtual labs are made compulsory in the online mode class activities.

2.The inclusion of Internship is develops good practices and innovative methods of learning, The traditional lecture and

laboratory activities have evolved into more open ended, Internship-based experiences that help students develop additional skills and contextualize the learning of theories.

3. Each student has to do a Project as part of the curriculum where the student can choose a domain of their interest and implement their innovation. The students are motivated to do industry and research oriented projects.

4. Content beyond the experiments are assigned to the student to fill the gap between curriculum and industry requirements

b.Participative learning

1.Industrial / field visits / internship at Industry and/or renowned institutions are mandatory.

2.Participation in professional societal activities of IETE, etc. are currently mandatory.

3.Students are involving group discussion and also seminar presentation in very course related topics.

4.Students are encouraged and presently made mandatory to take Online Courses offered by premier institutions of the country.

5.Each course handling conducting Quiz, Debate for the sharing of the student technical knowledge.

6.Industry projects and collaborations are undertaken to enrich students with pre-employment training.

7.Periodical Guest lectures on topics relevant to employment skills by personnel from respective organizations / industry.

C) Problem solving methodologies

1.Each course handling faculties are giving Case Study topic related their subject for analysis and discussion.

2.Faculties are conducting subjects of highly analytical nature, with the objective to increase problem solving capabilities, analytical thinking and logical ability.

3.Faculties are support to the students to attempt and solve problems individually and independently.

4. For the tutorial session, a class is divided into two groups and faculty members are assigned to each group separately. 5.Giving assignments and quizzes at the end of instruction of each unit. All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://siddhartha.co.in/naac/2-3-1/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

All the course and lab course handling faculties are using ICT mode content delivery in the way of video presentation, NPTEL lecture presentation online classes. ICT tools were used for the effective content delivery in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. Traditional teaching-learning methods and ICT tools both usages is highly interested in providinginnovative methods for enriching the learning experience. The institution has provide the high speed internet access and high configuration computers and technical resources for the effective utilization of ICT among the students and the faculty. The faculty are trained for the efficient use of tools through training sessions at the institute and/or faculty development programmes conducted by IITs. Teaching/Learning methodologies include the use of ICT tools for illustrations and special lectures, casestudies, project-based-methods, experimental methods, flipped class room sessions, v-lab and NPTEL videos. The conventional lecture method facilitates the teacher to interpret, explain and revise the content of a topic, only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given specific assignment and seminar handled by the students which enriches their learning. To enhance the effectiveness, acquired knowledge by the way of answering a few questions or a brief peer group discussion or a think-pair-share activity or any other relevant interactive session. Thus, the blended mode of learning which combines direct mentor-taught interaction with the online learning is implemented. ICT components are embedded in the course contents of all relevant engineering disciplines which include free / commercial software used for computation / simulation. ICT for course delivery includes power point presentation, video conferencing and also educational

websites. Course handling faculties are conducting to the students' learning process through online quizzes, submission of online assignments etc. It helps our students in blended learning, flipped classroom and other e-learning projects even for the Covid pandemic situation. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals from DELNET, Online tests, Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students using vmedulife software. Communication skills training facility is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills.

Discussion/demonstration and ICT based ways of learning, enable students gain the skills in critical thinking, communication, and group dynamics and reflect appropriate integration of direct and online interaction of the participating members. Using vmedulife software hands-on sessions in the labs and internships at work places for faculty and students provided effectively.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

15 :1

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

190

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

27

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1373

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode.

Write description within 200 words.

Siddhartha Institute of Technology Sciences College is affiliated to the JNTU Hyderabad, and has adopted methods of assessing the student academic performance on continuous monitoring basis. Rules and regulations are followed in tune with the affiliating University norms so as to conduct the Continuous Internal Evaluation bringing larger transparency. Continuous assessment in theory subjects: As per the JNTUH regulations, 25 marks are allotted for internal assessment examinations and end semester external examinations are conducted for 75 marks. In this frame work, the college conducts Mid examination in the specified pattern consisting of Objective Questions and Descriptive questions for all the theory subjects. The Objective Question Paper (10 marks) are split with Multiple choice and fill in the blank type questions. Descriptive type Question Paper (10 marks) is set by internal faculty members. Assignments are given to the students carry weightage of 5 marks. The internal marks are awarded by taking the marks from both mid examinations and assignments. Continuous assessment in practical subjects: For laboratory courses, continuous evaluation process is being followed during thesemester for 25 marks which is regarded as internal marks and 75 marks are allotted for end semester external examination. In the 25 marks for internal, 15 marks are awarded for day to day evaluation, to access student performance which includes regularity,Observation book submission, procedure, calculations and graphs in terms of result, viva and promptness in submission of records in the laboratory and 10 marks for conduct of Internal lab examination. The Major reforms in Continuous Internal Evaluation implemented by INSTITUTION are as below • Outcome Based Education (OBE) is a student centric learning model, that focuses on measuring student performance through learning outcomes and parameters like CO's, PO's,PSO's and PEO's and the Graduate Attributes defined by the NBA .

The Mechanisms for Evaluation Systems based on OBE are

1. Blooms Taxonomy is followed while setting the internal examination question papers.

2. The prepared questions are mentioned with course outcomes.

3. Questions are uniformly distributed across the syllabi (course description)

4. Rubrics are drafted and used in Theory, Laboratory, Assignments, Seminars, Mini Projects Major Projects.

5. Formation of Course Outcomes for all theory and laboratories are made by using action verbs of Bloom's Taxonomy and mapped to the Program Outcomes and Program Specific Outcomes. The evaluation is made for the attainment of vision and mission statements of the institute.

6. The attainment of Course Outcomes is evaluated with Continuous Internal Evaluation and University end Examinations.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100204/2.5.1_1637311453_6645.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

An efficient and transparent system is followed in Siddhartha Institute of Technology in terms of dealing with internal examination-related grievances. The College Academic committee consisting of the Principal, Deans and HOD's and senior faculty members prepares the academic calendar in the guideline with JNTUH academic calendar well in advance before the commencement of the class works. The calendar outlines the semester class works schedules, Assignment submission deadlines, internalexamination schedules and external examination schedules. University Academic Calendar: The University officially publishes Academic Calendar for their affiliated institutions for planning and conduct of class works. The Academic Calendar Consists of Commencement Last date for a spell of Instructions, Mid Exam Schedules with submission of Marks to the University, Assignment deadlines, Practical Exam Schedule, End semester Supplementary Exam dates for the forthcoming semester with Holidays. College Academic Calendar: The Institute prepares the academic calendar in line with the University Academic calendar consisting of all academic events including co curricular and extracurricular activities. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. For the Conduct of Academics, each year is being divided into two semesters of 16 weeks (Each semester having 90 instructional days plus 6 days for mid-exams or a total of 16 weeks for the conduct of Instructions including mid-exams) and 3 weeks for the conduct of end semester examinations. After completion of 45 Instructional days, The Mid 1 Examinations are conducted and

after completion of 90 working days, the Mid2 are conducted as per the given schedule. Once the mid-exams are conducted immediately, the solution of the test along with the question wise marking scheme is displayed on the notice board within one day this way the test maintains transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within three days of the conduction of the test. The evaluated answer sheets are shown to students in class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester, the average marks of both the unit-test marks are displayed to the students for verification and cross-verify their marks details. If any discrepancies are reported by the students, then they are resolved by the faculty immediately. Assignments are evaluates based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and resolving grievances is any The experiment performed in the lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2.5.2_2021-20.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The Course Outcomes (COs) represent the described level of knowledge and skills the students can acquire at the end of the course. COs have been thoughtfully defined for all courses across the various programsbeing offered. The Course outcomes of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website. The course instructor maintains a teaching plan in which around five to six-course outcomes are written based on the requirements. It should be measurable and maps across relevant cognitive levels of Bloom's taxonomy. The introductory lectures planned for all courses are meant for communicating the COs to the students by the course instructor. Pos from graduate attributes mapped with Cos verifies

with Programme assessment committee members. The PAC minutes will be discussed and gets approval from the department advisory board committee. The Program Outcomes (POs) which are based on Graduate attributes are circulated amongst all graduates, stakeholders and are significantly displayed on Department notice boards, laboratories, classrooms, college brochures,s and also the institute website. National Board of Accreditation has defined 12 Pos derived from the graduate attribute thus maintaining with the slight modification required for the respective department across all branches of Undergraduate Program in Engineering. Workshops, seminars, FDPs have been conducted to educate the teachers about outcome-based education and its implementation. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) have been defined and stated after much debate and involvement of the stakeholders. This has been done for all undergraduate programs being offered in the institute. It is also displayed on the institute website along with the POs. In our institution, every faculty member understands the concept of Outcome-based education and conscientiously tries to ensure that outcome attainments are met.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/2.6.1.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

SITS has clearly declared learning outcome for each academic program and was amalgamated with the Institutional vision and mission. Program outcomes (POs) and Program Specific Outcomes (PSOs) are the paramount to maintain the quality in the graduation program. Each department of the college has developed the curriculum taking all the POs into consideration. The PSOs are also appropriately designed along with the curriculum development.

Course Outcomes (COs) describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms. These COs are then mapped with POs and PSOs. During the CO-PO/PSO mapping, the strength of the mapping will be assessed by Course Lead at the beginning of the semester. During the

semester the course is assessed using assessment tools to compute CO attainment. The PO attainment calculation considers 75% weight to direct methods as more samples are available for this category and 25% weight to the indirect method. The following assessment methods are used for the assessment of Program Outcomes and Program Specific Outcomes: 1.Direct Assessment (75%) Assignment Internal Examination Semester end examination This process includes following three components: 1.Assignment (5%): The students are assigned to solve several questions related to respective courses; one assignment per unit in the course. The assessment will be done based on their performance. 2.Internal Examination (20%): This type of performance assessment is carried out during the examination sessions which will be held twice in a semester. Each and every internal examination is focused in achieving the course outcomes. 3.End Semester Examination (75%): End Semester examination comprising entire syllabus of the course is a measure for assessing whether the entire COs are attained or not. 2. Indirect Assessment (25%) Students feed back : Feed back about over all teaching performance of each faculty member allotted to the respective class will be conducted in the middle of the semester. Analysis of the feed back will be carried out by Internal Quality Assurance Cell (IQAC) and shared it with faculty members through HOD. HOD and Principal will discuss in person with faculty members whose performance is not satisfactory. Course Assessment: At the end of the semester assessment of learning of course outcomes for each subjects will be conducted. Course Outcomes involved in the assessment process will be mapped with POs with indication of attainment level. Exit feed back: The passing out batch of student will given feedback on various facilities provided to them as well as teaching Learning parameters adopted during their stay in the college. Event Feedback: For the overall personality development of students and to make them technically sound institute and department have established various Club Activities Clubs. These clubs prepare their activity schedule at the beginning of semester.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2.6.2.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

357

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://siddhartha.co.in/wp-content/uploads/2021/10/2.6.3-annual-report-2020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://siddhartha.co.in/wp-content/uploads/2022/03/SSS_FORM.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

6.5

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

5

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File](#)

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	[View File](#)
Paste link to funding agency website	https://siddhartha.co.in/wp-content/uploads/2021/11/3.1.3.pdf

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Siddhartha Institute of Technology and Sciences, identifies an ecosystem to share technical knowledge between the students and faculties for innovation with the incubation center .The college builds up with R&D cell to promote research activities headed by Dean R&D.The R&D cell focuses on mini and major projects of the students along with funding agencies that to be carried out during the course of study. The R&D cell facilitates faculty and students to publish quality papers in referred journals with high impact factor. The R&D cell conducts workshops on how to write a paper, important steps to avoid plagiarism and identify quality journals which help the faculty and students to meet their research requirements. The management is very much keen in research activities and promotes faculty and students to come up with new innovative ideas by providing suitable infrastructure and financial assistance whenever needed. The event Ideathon conducted on every year irrespective of all disciplines to bring up new innovative

ideas from students. The R&D cell finds various government funding agencies like AICTE, SERB, UGC, CSIR etc. and other local body to complete the innovative ideas in to prototype model. Entrepreneur Development Cell (EDC) of the College targets to develop entrepreneurs generate employment through technology and also to improve the competence of the students by providing opportunity to enhance their managerial skills and leadership qualities, to attend and participate inworkshops, to visit the industries in order to meet the global demand and new challenges to generate employment. The students are motivated to take a step forward and take up a career of self employment and set up a small and micro enterprise as an entrepreneur. The skill set required for the development of an entrepreneur includes resources planning, manpower management, finance planning, marketing management and manufacturing expertise. EDC aims to expose budding engineers in these domains of requirements to convert them into successful entrepreneurs. The vision of IIC cell identifies the gap between industry and academia which provide learning opportunity and implementation platform that cherish student's ethical values, expertise in Science and Technology, Research interests and Social responsibilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/3.2.1.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

20

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

167

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

272

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Siddhartha Institute of Technology and Sciences organizes and takes part in various public issues and resolves the same with technical oriented and community participation. The NSS unit of Siddhartha Institute of Technology and Science is accomplishing its service-oriented programmes in a fruitful way covering multifarious aspects. In the due course of it, the NSS successfully conducted an awareness programme on anti-ragging, the importance of diet and its associated health problems, promoting Swatch Bharat, blood donation camps etc. The NSS unit organizes various guest lectures on women safety, women startups, and other general issues. Every year Yoga day is celebrated, to understand the importance of yoga which makes the mind and body have a healthier life. SITS established a "Health care center" that promotes awareness on health, proper diet, and nutrition. Health club supported with gym facilities in the hostel to carry out health Care and fitness facilities and equipment.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2020-2021.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

5

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community

and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1950

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

16

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

15

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The Management of SIDDHARTHA INSTITUTE OF TECHNOLOGY AND SCIENCES (SITS) is committed to provide quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement.

The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, Administrative staff), laboratory equipment, built-up place, learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly.

To provide good, sufficient and well ventilated academic and supporting spaces for effective teaching and learning.

To have conference halls, meeting rooms, faculty cabins, digital Library for effective teaching and learning.

To use ICT for academic purposes including teaching and learning

To provide access to internet to students and faculty members

To develop class rooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning.

To develop labs as per curriculum requirement and also beyond the curriculum

To provide amenities like Canteen, Transport, Play grounds etc.

Classrooms::

The Institute has 56 Classrooms with ICT facilities, LCD projectors, WIFI-LAN, PA System, and good ambience. It has 56 ICT Classrooms with multimedia facilities and spacious for conducting theory classes.

All the Classrooms are ergonomically designed so that proper ventilation, lighting is provided with good acoustics.

All the Classrooms of individual departments are at close proximity in order to have better access to the students.

These Classrooms are provided with OHPs, screens, fans and LAN cables.

Tutorial Halls:

The college has 14 tutorial halls to conduct Tutorial Classes to address the doubts and queries, to conduct remedial classes for academically slow learners/students with backlogs.

All the Tutorial Classes are equipped with Black Board, Benches, Fans and Tube Lights.

Laboratories, Seminar Halls, Drawing halls, Auditoriums:

The Institute has 46 well equipped and well maintained state of the art laboratories, 6 Seminar halls to conduct various student activities, 2 Drawinghalls and 1 Auditoriums with a capacity of 1200.

Computing Equipment:

1120 Computers 3 Common Computer centres each having 60 capacity, and 2 Incubation centres are available in the Institute.. All the Classrooms, Seminar Halls and most of the Laboratories are equipped with ICT facilities having licensed and open-source software. Printers, Scanner and Xerox Equipment are also Available.

Hostels:

SITS has two hostels one for boys and one for girls with a capacity of 150 each.

The campus main building called BLOCK-1 accommodates Principal office, Administrative office, Examination section, Training & Placement center, Library, Entrepreneur Development Cell and the departments of ECE, CSE. There are two other buildings in the campus called BLOCK-2 and BLOCK-3.

BLOCK-2 accommodates the Department of Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering and Dept. of Master of Business Studies (MBA)

BLOCK-3 accommodates the Department of Science & Humanities. Canteen is housed in an exclusive building

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-1-1/

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Sports and Games:

The Department of Physical Education (DPE) of SITS has been putting

in its best efforts in imbibing knowledge and imparting skills to students and faculty in various sports and games, developing them to higher levels of expertise. Sports club of SITS has successfully induced the sporting culture among the students and faculty, which is evident through the laurels achieved. The DPE comprises of 2 Physical Directors and supporting staff.

The institution has adequate facilities for quality physical education programmes, which are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment.

Indoor and Outdoor Games:

The institution provides facilities for indoor games like Table Tennis, Caroms, and Chess etc , also has a spacious playground for outdoor games like Basketball, Cricket, Football, Handball, Kabaddi, Throw ball, and Volleyball. Athletic Track Space for all field sports events like Javelin Throw, Shot put, Hammer Throw, Discus Throw, Jumps, etc are available. State of art training is provided to students in all thesesports and games. Full time qualified trainers to train students in Caroms, Chess, Table Tennis, Athletics, Basketball, Cricket and Football.

The trained students participate in National/International tournaments. Many students have won medals and awards in national/international tournaments besides inter collegiate and intra-college activities. On an average 700 students per day utilizes indoor and outdoor sports facilities and gymnasium.

Gymnasium:

An exclusive Gymnasium is available for the students and staff at Sports complex. It provides an arena for the body builders and the students who wish to keep their body fit. State of the Art facilities are made available along with the trainers to train the students properly.

Yoga:

An exclusive Yoga facility is provided with a dedicated yoga teacher for training both the students and staff. Practicing yoga creates mental clarity and calmness, increases body awareness, relieves chronic stress patterns, relaxes the mind, centers attention, and sharpens concentration. Since 2015 every year on June 21st, the International Day of Yoga is celebrated, in which all the students

and staff proactively participate. Best performers are rewarded to encourage active participation and promote wide scale participation of various stakeholders.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-1-2/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

62

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-1-3/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

683.20

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Siddhartha Institute of Technology and Sciences Library plays a vital role in meeting the present and anticipated future needs of its scientific community by selecting, acquiring, disseminating appropriate scientific and technical information through different channels of communication. Library initially was setup in 2008.

The college's central library is housed in a part of the block having a plinth area of early 680 Sq.m with a total seating capacity of 150. The Central library is stocked with 34659 books and also subscribed to 89 National and 30 International Journals and 05 Magazines. The active sections of the central library are computerized with 150 book issues and 150 active readers in the library per day.

Digital library is well equipped 20 systems with 1 server to access E-journals , in addition Multimedia ELearning Center. NPTEL Facility (National Program on Technology Enhanced Learning) to access web & video lectures, subscription of e-sources and Institutional Membership of DELNET, (Inter- library loan) for resource sharing are available in the library.

The Central Library collectively supports the teaching, research and extension programmes of the Institute. All students, faculty members of the Institute are entitled to make use of the Library facilities by taking library membership. The Library, besides having a huge collection of books on Engineering, Science & Humanities offers library services through its various divisions.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://siddhartha.co.in/naac/4-2-1/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources   A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

47.69

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

545

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

SITS maintains thrust on this vital area to ensure continuous and consistent availability in tune with the growing needs as well as changing technologies. The institute places lot of importance on e-learning and major plans is in hand to upgrade the bandwidth, connectivity as well as the devices. The entire campus is optically

networked between buildings and cable within the buildings for connectivity. In addition, Wi-Fi facility is provided in all the buildings. Dedicated bandwidth (leased line) of 100 Mbps is taken from a single source. In addition each building /department of importance like examination center, remote center for online workshops, placement cell, and library have additional dedicated bandwidths of 100 Mbps. In the year 2017-18, 48 classrooms were provided with ICT Facilities that increased to 56 classrooms by 2020-21 for e-Learning and training programs. Internet facility was upgraded from 64 Mbps to 100 Mbps. Two Language labs were updated with infrastructure, computers and software. The library is updated with Koha software. The management has been substantially augmenting the following IT facilities since 2018: Internet connectivity was increased from 64 to 100 Mbps. Intra-net connectivity is provided on the campus with 20 GBPS fiber optical cable. Installed Network facilities for All Computer labs Installed Air Conditioning Systems for Computer Labs. Ez software has been installed in 2016 for student and staff information management. All the systems have been provided with backup through the uninterrupted power supply. MacAfee antivirus software has been installed for all the systems. The Institute has 64 surveillance cameras. Biometric attendance system for PG students and Faculty. A centralized server room with 2 servers was set up. The Examination branch is fully automated software.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/4.3.1-1-IT-Policies.pdf

4.3.2 - Number of Computers

1120

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

671.07

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures as mentioned below, concerning Laboratories, Library, Sports center, computer systems, and classrooms. All the Laboratories are maintained in proper working conditions in terms of the premises as well as all pieces of equipment, i.e., consumables and non-consumables, as overseen by the concerned Lab incharges. Separate registers are maintained for lodging complaints, stock keeping works executed, etc. The repair and servicing of equipment are carried out after obtaining statutory approval of the concerned Head of the Department, Principal, and Secretary. The lab in-charge and the concerned faculty ensure proper utilization of the laboratory premises and instruments/equipment. The procurement of new equipment is as per the standard procedures wherein, the lab in-charge applies to the Principal through the Head of the Department. Upon obtaining approval from the Secretary, quotations/tenders are invited based on the tentative cost of the

equipment.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://siddhartha.co.in/naac/4-4-2/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1417

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File](#)
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

2318

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://siddhartha.co.in/naac/5-1-3/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1866

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1866

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

346

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

30

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

22

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

7

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

SITS has an active student council. Each class nominates two students from each section. They are called Class Representatives (CR). These class representatives choose some of them as student council members. Student council acts as bridge between management and faculty. Through this student council students are encouraged to participate in the organization of various events of the institution and develop their communication and organizational skills. Students are encouraged to participate in institutional academic and administrative activities. This will help in building a sense of trust and understanding among the student community on the institutional functioning. The student representatives are chosen as members of various academic and administrative bodies. The various activities of student council and their representation in various committees are given below. Activities of the Student Council: Smooth Conduction of the Institute Annual Day every year. Conducting Fresher's day every year. Prevention of ragging in the campus through counseling and helping the administration whenever necessary. Organization of student technology workshops, club activities and professional society activities Celebration of Engineers Day, Mathematics Day, Teachers Day etc. Rendering help in organizing community service activities Organize the programs to improve cleanliness and greenery in the campus. Maintenance of the peace and harmony among campus community in General and student community in particular. Suggesting the administration in the improvement of student amenities Representation of students in the academic and administrative bodies: AntiRagging and prevention of sexual harassmentcommittee Grievance Redressal Committee Class Committee which consists of student faculty members Department Associations – Entrepreneurship Development Cell (EDC) National Service Scheme (NSS) Unit Cultural and sports committee Professional

Society Activities Committee (ISTE//IETE/IEEE/SAE/CSI) Student Technology Clubs like SAE club, Robotics club and Coding club, Artificial intelligence club, Electronics club, Next Generation Communication and Networks club.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/5-3-2/
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

85

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The college has an alumni association. The Alumni Association creates and maintains a lifelong connection between the Institute and its alumni. The Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming andservices. Alumni Association is one of the easiest ways to reconnect, give back to the Institute, and serve as a springboard for further involvement. Alumnae from various parts of the world enthusiastically participate in the meet. As of today 225 alumni have registered with this association. The alumni participate and contribute to the

development of the institute in the following ways. Internal Quality Assurance Cell (IQAC): IQAC has a some members of the alumni. These members contribute to the improvement of teaching, learning processes. Promotion of the Intuition: To develop and help maintain active alumni interactions and enhance the image of the SITS College through self enrichment, career development and role modeling in the wider society. Alumni Feedback: Alumni gives valuable suggestions, or feedback to find out the curricular gaps in the university curriculum for the present requirement of industry needs. Guest lectures : The alumni are invited to deliver guest lectures and also as the resource persons for workshops and seminars on recent trends in technology. They also share their professional experience and motivate the students. Monetary Support : Meager but to their magnanimity, Alumni also contributes financially. Nonmonetary support: The alumnae actively participate as judges in various technical and nontechnical competitions organized at the institute. Alumni as support to conduct community service activities Alumni form an active network and help them to institution in getting internships, placements and industrial visits.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/5-4-1/
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institution SITS is initiated by the ideals of Gouthami Educational Society(GES), the management of the institute consists of a Governing Body with a panel of members as per norms of Society, nominees from industry, regulatory body like , AICTE, Affiliating University and the State Government.

The Institution vision and mission is "To be a Centre of Excellence in Technical Education and to become an epicenter of Research for creative solutions" and "To address the Emerging Needs through Quality Technical Education with an emphasis on practical skills and Advanced Research with social relevance" respectively.

The institution has evolved a quality policy which is as follows:

"To provide an integrated learning environment to enable students to grow towards their fullest potential and meet high expectations of industry and society."

The entire envisioning, designing and formulation and implementation are done following intense deliberations by all members of the Governing Body.

The Governing Body functions subject to the existing provision in the bye-laws of the college and the rules laid down by the state government. The Principal of the college is the head of the institution providing the required leadership to the institution and its system. The principal ensures that all provision of the university bye-laws, statutes and the regulations are observed. He convenes the meetings of the Advisory councils, the Academic council, Board of Studies, Finance committee, planning and Monitoring Board, Selection Committees. He also over sees admission of students, recruitment of faculty, curricular programmes, student feedback, internal and external assessment, financial implication, course contents, cocurricular and extra-curricular activities.

The faculty are actively engaged and involved in decision making process. Periodic meetings of all Head of the department and also the intra-departmental meetings convey and implement decisions taken by the committees and endorsed by management. Senior faculties are represented in all committees by rotation to enhance administrative experience of all staff. This will help to refine and run the system of administration to continuously sustain, renew and enhance quality of the education by the institution

SITS administration is led by the Principal, collectively with the help of Deans, HODs, and various functional heads. There is complete delegation of authority and responsibilities at SITS, and the administration functions through various appointed committees. Planning in the institute is collective "Bottom to Top" process. Requirements are gathered at functioning level and assessed and forwarded to administrative level. This results in a plan reflecting actual requirements. It is guided by vision and mission and

willingness to fund any developmental expenditure by the Management.

The management gathers information regarding the various aspects on functioning of the institution in a number of ways. The Planning process is helped by an efficient Software system which provides access to integrated data that is used to disseminate information.SITS constantly tries to bring innovation in teaching and learning process by using modern technology, training methods and human resource planning.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Principal of the college has complete authority to administer the institute within the purview of the bye- laws, rules and regulations framed by the management, affiliating University, and the state government. At the beginning of the academic year, a self mapping or review exercise is conducted by the Institute Development and Monitoring Committee (IDMC-a Planning Monitoring and Quality Assurance body) which is assisted by HODs Committee, the Department Development and Monitoring Committee (DDMC). The IDMC is constituted by the management is the 'Principal Planning Body' of the institute and is responsible for the monitoring of the development programmes of the institute.

The Principal as the chairman of the board, includes six internal members and at least two external experts. Apart from the principal, the administrative officer, two deans/senior professors, two heads of the department and two senior associate professors form part of the body. The powers and functions are prescribed by the bye-laws. They have the right to advice the general body and the academic council on any matter, which it considered necessary for the fulfillment of the objectives of the institute. The recommendations of the IDMC shall be placed before the governing body for consideration and approval. Proposals relating to academic matters may be processed through the academic affairs committee. This exercise exposes the strengths and challenges of each of the personnel to draw a potential plan, giving the management an insight

for the distribution of responsibilities. The Principal appoints conveners for various institutional committees with the approval of the governing body, and further nominates the members of committees in consultation with the respective conveners based on the inputs and outcome of the reviews. Guidelines defining the roles and responsibilities of the committees are notified and the committees prepare action plans and submit to the principal for approval. The committees carry out the activities and at the end of the academic year the conveners submit the reports of the work done to the head of the institution. All these activities are then evaluated by the IDMC. The faculties are then informed of their duties and responsibilities by the head of the institution in the scheduled staff meetings and departmental briefings. The administrative staff responsible is also given an action plan along with the roles and responsibilities.

The department which forms the fundamental building block of the Institute by and large the decision making role is that of the faculty. This form of decentralized functioning mechanism, empowers thedepartments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions at the local level. The policies in these cases are well defined by the College authorities including the Managing Committee and Principal. The representation of faculties in almost all the committees of the institute is very evident at SITS. However, simultaneously, there are sufficient checks and balances in-built in the system to help these decisions to be made with caution.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

1. To achieve recognition as a high quality academic institution for technical education in the state of Telangana in India and eventually at the global level, the strategies include expanding the Post-graduate program as a major part of educational offering, to continually review and innovate in the structure of the course, to recruit, develop and motivate high caliber diverse faculty and achieve Standard accreditation for all eligible PG courses.

2. To be recognized as a Centre for creative solutions for technological problems and to develop latent, relevant and new technologies for India, the strategies give emphasis on stepping -up in-house R & D efforts and also to enter into collaborations with institutions and industry. To set up Centre for Creative Work involving select groups of students and teachers with creative skills working in boundless space. To achieve focus on research and training through integrated industry-institute interaction. Promotion of entrepreneurship among students become more of job providers and to set up technology incubation centre to provide initial infra structural support for budding young entrepreneurs.

3. To enable students to acquire technological knowledge that is at once modern and relevant to the needs of the industry. Strategies include providing state-of-the art infrastructure and learning resources, to involve students as partners in the process of deciding what to teach and how to learn. To develop a sense of lifelong learning as a norm and to provide real -world experience in collaboration with industry.

4. To enable students to mature into responsible citizens through integrated character development programmes. Strategies include provision of a well rounded collegiate experience by involving them time and facilities for healthy co-curricular and extracurricular activities, to help students to develop value systems with a balanced mind. To inculcate as sense of environmental responsibilities and sustainable development, to emphasize the need to realize the importance of development of society as a whole as opposed to development of self at others cost.

5. To provide students with equitable and affordable technical education of the highest quality. To provide equal admission opportunities to students from all sections of society. To introduce a generous system of scholarships to bring education within the range of affordability to all and to introduce special handholding measures to the not-so-gifted students requiring additional attention.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/IQAC-PERSPECTIVE-PLAN-2.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institution has a very efficient feedback monitoring and redressal system. The system follows a 'bidirectional flow processes in addressing feedbacks, suggestions and redressal actions. They are the "Bottom Up- for Developmental suggestions and the Top-Down- for Monitoring". In the 'bottom-up' approach the information and suggestions are sourced from the stakeholders of the institution namely the students, staff, parents, alumni, industry and the society. The feedback from students and staff are collected in a format, from parents- on parent interaction day and class coordinator committees. Institutional Committees covering Transport, Canteen, Library, Discipline, Web Feedback, Time Table and Faculty Club also contribute. All the feedback and other information are processed by the Institutional Development and Monitoring committee. The information is then passed for deliberation to the Management and the Governing Body. The recommendations and implementation takes a 'top-down' approach where in the Governing Body gives feedback on actions to be taken and is passed down to the various Committees for localized implementation and monitoring to the satisfaction of all the stake holders, so that the environment is conducive for learning.

Decision making Process:

• Secretary of SITS in association with The Principal and Governing Body Members is mainly responsible for development of Objectives, Strategies and Goals of the institution to satisfy the global requirements of stakeholders in a broad manner.

• Principal under the guidance of the Secretary will translate institutional Objectives, Strategies and Goals to the various departments based on their relative specialization; so as to provide its best to empower the students to secure higher education and

employment opportunities across world.

• Principal in association with Dean(s) and HODs of various academic and administrative units developObjectives, Strategies, Goals and Budgets to the various departments.

• Faculty-Recruitment will be done as per affiliating university norms. • Faculty Quality-Mix and Cadre Ratio will be decided by the Secretary and Principal and advise the Dean(s) and Heads to explore suitable staff members in that direction. Principal is the Chairman Recruitment and Selection Board for the Institution, where all Dean(s) and Head(s) are members. On the recommendations of board, Principal finalizes the faculty member(s) to be appointed.

• All appointments made by The Principal will be ratified by The Secretary in the Governing Body.

• It is the responsibility of Departmental Heads and Dean(s) to develop short term Strategies, Goals, Tactics and Budgets to various Academic Programmes and get approved by The Principal.

• HODs in association with faculty members is responsible to develop Course Objectives, Course Outcomes, Course Mapping Matrix, ILOs, Course Files, Evaluation Mechanism,

• The Principal bridges the gaps between the students and management.

• The institute has designed its Organization Structure with various departments and decentralized its administration through its Organizational Chart.

• Most of the times, MBE(Management by Exception) may be followed for execution of various day to day and routine functions of the institution by The Principal through Dean(s) and Heads of the various departments.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.2.2.pdf
Link to Organogram of the institution webpage	https://siddhartha.co.in/org-chart/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

FDPs and Workshops on Pedagogy for newly appointed staff. Senior Faculty Members of the department act as resource persons in the college FDPs/Workshops/Seminars/Conferences/Technical Paper Contests. • Faculty are sent to National and International FDPs/Workshops/Seminars/Conferences/ Short-Term Courses with needy financial assistance which include Registration Fees, Traveling Allowance, Local Conveyance, Lodging and Boarding Expenses within and outside the state. Presentations by the Heads to The Principal and Secretary about the achievements of the departments. • Departmental strategies to further improve the quality of TLP. • Department's academic and R&D plan for forthcoming semesters. • Departments are well-equipped to enhance advanced and self learning modules. • Institute has tie-ups with IUCE Webinars, Online NPTEL Audio Visual lectures. • Financial and Non Financial Motivation/Incentives for Higher qualification and QIP • Financial

assistance to the faculty members, interested to get registered to obtain memberships in professional associations. • Financial assistance to the Technical Training Programmes for Technical and Non Teaching Staff members. • Financial and Non Financial Incentives to the faculty members for publishing in national and international journals.Senior Faculty Members Train the Technical Staff in labs periodically for better maintenance of equipment. • Skill development programs such as Soft-Skills and Computer Knowledge on MS Office Tools are organized both for Teaching and Non teaching staff for better documentation and filing. The following are the some of the schemes / benefits offered by the Institution. EPF contribution by Management to all the eligible staff members. • Subsidized transport to needy staff members • Vehicles and Bus Passes to the Runners/Messengers. • Public transport Bus Passes to all drivers. • Special Allowance to Training and Placement Officers Need Based Financial Assistance to staff • Cell-Phones and Laptops to HODs for better connectivity and networking. • CLs, HPLs, CCL, Medical Leave and Examination Leave as per their eligibility. • Maternity Leave in case of female employees • Special Leave on the occasion of marriage to staff Health Awareness camps within campus and Free Medical Check-ups. • Sports and Cultural activities to staff at the time of annual day celebrations • Fee concession to children of staff members who are studying in GCET. • Financial assistance for higher studies. Canteen facility for students and staff.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.3.1.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

155

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

86

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

196

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Well-Structured Self Appraisal Report form is already in use for assessment of Performance of faculty members.

• At the end of the academic year, the faculty members have to fill the details of their academic, administrative, R&D and Consultancy activities during their Service in general and last academic year in particular, to assess them for future training, increment and promotion. Appraisal form covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc., and focus on all-round development of faculty members in light of Outcome Based Education and in the interest of stakeholders. Performance appraisal forms are reviewed by Principal and Secretary for betterment of faculty career and to address the stakeholders needs in light of OBE.

• Advise on suitable remedial measures on various academic, administrative and R&D for retention of valuable services of the faculty.

• In inevitable cases, a final recommendation and opinion of HOD will be considered for further action and intimate the same to GB with explanation for such severe action by the institute.

Institutional opinion and final decision will be communicated to the respective faculty member through HODs.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Governing Body of the college consisting of university and AICTE nominee, management representatives and other industry and academic members preview financial year budget proposals including Income & Expenditure (both recurring and nonrecurring) details. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building infrastructure and other maintenance expenses.

The college has an internal audit system where the utilization of various resources, and the related receipts, bills and vouchers, supporting documents are verified periodically to ensure proper utilization of the resources.

External Audit Committee verifies the income and expenditure details of the college as per the balance sheet.

Then all the statements are recommended for External Audit.

There will be statutory financial audit by the External Audit Agency who is a qualified Chartered Accountant recognized by ICAI. External Statutory Audit is conducted without the institution's interference.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/6-4-1/
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during

the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute's major sources of funding are as follows:

Total fee collected from the students.

Grants received from RD&C services.

Grants received from the sponsoring agency toward Seminars and Conferences.

SITS Endowment Fund from well wishers and alumni. Revenue generated through consultancy and lending services for examinations. SITS manages its funds through budgets:

As and when, the institution experiences shortage of funds; funds would be generated as a loan from Gowthami Educational Society which is a non-interest bearing fund. Occasionally, institution also raises interest-bearing loans from Bank for smooth functioning of the institution.

The audited income and expenditure statement of academic and administrative activities available in the Institutional Website.

Various steps are being taken by the institute to generate additional funds. The institution organizes seminars and conferences. The expenditure for the conduct of these seminar and conferences is met by the grants received from the sponsoring agencies.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.4.3.pdf
Upload any additional information	[View File](#)

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

SITS has evolved and tested an efficient system of maintaining internal quality assurance from within the existing academic and administrative system. The academic quality of the institution can only be ensured when policies, procedures, aims, objectives being clearly spelt out, understood by all and implemented, monitored with appropriate feedback and corrective mechanisms in place. This demands good administrative quality. . The academic quality of the institution is evaluated on the basis of the performance of the students in their examinations covering both the internal and external examinations and also by placement and performance in co-curricular activities within and outside the college. The faculty evaluates the student's academic abilities by way of class quiz, assignments /projects and written tests.

The academically weak students are helped by the teachers during tutorial hours to improve their academic quality also by taking extra classes and providing literature. Head of the Institution through Dean, Academic Affairs and HODs ensures proper delivery of the material and timely completion of course as per syllabus in time. The Academic Affairs committee council in the administrative system looks after the quality education in the institution. Apart from this committee, Advisory Board, Departmental Monitoring Committee, Class Coordinating Committee, HODs Meeetings, the Library Committee, the Finance Committee all contribute to the quality assurance.

The Management of the institute has accepted quite a few of the recommendations of the Institutional Developmental and Monitoring Committee such as :

1. Instituting incentive scheme to staff based on academic performance

2. Preparation of new and updated SITS Manual.

3. A feedback system for stakeholders

4. Road shows for Mini Projects

5. Periodic internal auditing of departments in terms of facilities, procedures, documents and suggestion for corrective action.

All the above recommendations came into existence making the environment more structured and quality oriented. The institution has internalized the best practices in order to improve the functioning of the academic and administrative systems. The insistence on student's participation in academic and administrative matters has improved the quality of the education and administration in the institution. The administration in the institution is maintained by the involvement of the staff at every level.

SITS has an Alumni Association, which regularly meets and interacts with the management. It is the flag bearer of the developments in the institution. The Alumni organizes lectures on personality development, helping in holding interactive sessions to motivate students, influencing industries and other agencies in getting placements for the institution. Each year 15th, December is scheduled for 'Alumni meet'. The functions of quality assurance are inherently part of the defined roles of Institutional Development and Monitoring Board, and the Academic Affairs Committee of the institution.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.5.1-IQAC.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The Internal Quality Assurance Cell conducts academic audit of the department annually. All the Heads of the departments present the activities and achievements of their respective departments in eh Administrative and Academic Audit form which is essentially based on NBA format. Constructive criticism is offered by the audit committee

that includes external members also. Based on the recommendations of academic audit, specific measures have been taken by the college to improve teaching, learning and evaluation. They are:

Improvement of library facilities

Organization of seminars and workshops for the faculty and staff to further improve their skills

Staff are encouraged to publish their research work and engage in research activities.

The computer training for the office staff has increased the administrative efficiency of the office.

Quality of classroom instruction, course files, lab experiments and lab manuals, assignments, question papers for internal assessment, tutorial sessions etc.

Maintenance of a teacher's diary to record work done by teachers

Publishing newsletters / magazines etc.

To showcase creative exhibits and the activities of the departments Subscribing to on-line journals.

Improving extension activities

Optimum utilization of e-journals. More ICT enabled / innovative teaching Conducting Value education classes

Starting short term courses

In addition, college gets the audit by external agency and is ISO 9001-2008 certified institution.

ICTs, a highly reputed Engineering and IT services company also conducted its audit for conducting campus placements in the college.

Continuous review of the teaching takes place in the college by considering the inputs from the students' feedback. These inputs are not only unused to highlight the major drawbacks of the teaching –learning mechanism adopted by sthe college but also to evaluate the teaching ability of the faculty so that a corrective action can be taken to minimize the deviation from the desired target.

The following institutional mechanisms are in place to continuously review the teaching learning process.

The Internal Quality Assurance Cell:

It is the body that initiates quality measures and reviews the teaching-learning process.

Structure : The IQAC headed by the Principal includes coordinator, external experts, and members from the management, teaching and non-teaching staff, students, alumni and the local community. The college academic committee: It sets the academic framework for each year and meets at least once a month to review and discuss matters. It also monitors the day to day functioning of the College.

Structure:

The college Academic Committee includes the Principal as the Chairperson, Heads of the departments, Deans and senior faculty members (All professors) from the faculty. The methodologies adopted to reviewthe teaching learning process are:

Weekly reports are collected from faculty on the progress made towards the timely completion of syllabus.

Monitoring sessions to provide students with personalized support are regularly held.

Students attendance and Mentor books are observed on a fortnightly basis.

Three separate students' counselors are available for each section, who act as mentor to the students

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/6-5-2/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC);

A. All of the above

Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	https://siddhartha.co.in/naac/6-5-3/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has introduced several measures in gender equity & sensitization in curricular can be seen from the courses introduced by the institution. For example, the Department of Humanities and Sciences offers a course on "Gender Sensitization "where the main objective of the course is to introduce students to information about some key biological aspects of genders and expose students to more egalitarian interactions between females and males.

The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counseling, etc. The institution organized 'Self-defence training' for the girl students of the institution initiated by the SHE TEAM Telangana. Awareness programs like the importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically.

The institution constituted the following committees as per norms laid by University Institution Grievance Redressal Committee, Anti-Ragging, Students' Disciplinary Committee, Women Welfare & SC /ST Students WelfareCommittee, Safety & Disaster Management Committee,

and Mentoring Programme care for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs.

The institution provides safety and security facilities for the staff and students such as CCTV surveillance throughout the campus and security staff monitors 24/7throughout the campus and also in hostels (Boys / Girls). Students must wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counselling Centre and a good mentoring system for the students to take care of their academic, emotional, social, and cognitive development. Personal Counselling is provided to the students at different levels. The Institution also provides a Daycare center facility to Staff for their younger children. There are separate washroom facilities for girls and boys. Washrooms are provided with sanitary napkin vending machines for the safe. The Institution also provides Well Equipped Common Rooms for girls as well as for Boys Separately.

File Description	Documents
Annual gender sensitization action plan	https://siddhartha.co.in/naac/7-1-1/
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://siddhartha.co.in/wp-content/uploads/2021/11/C7.1.1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

SOLID WASTE MANAGEMENT:

SITS Campus is surrounded by lush greenery. The college campus has Mango and Cashew, Teak, and other species of trees. The entire campus is declared as "Non-PlasticZone". Necessary awareness has been created on the campus through Sign Boards. The solid waste generated within the campus is categorized into two. The dry waste and wet waste. The wet waste generated from the kitchen waste/ residential area like College canteen, Hostel canteen) and the dry waste generated both from the Residential area and administrative office such as paper, plastics, and wooden materials, etc is systematically managed properly. The Dry & Wet waste Dustbins are kept inside and outside the offices, residential areas, and on the roadsides of campus. The dry & wet waste so collected in these dustbins. The non-biodegradable waste taken by S.S. Waste Management services. The dry/wet degradable waste is disposed into the Landfills to produce compost. This compost produced from the waste is used for Gardening on the campus also in a biogas plant.

Efforts for Solid Waste Management include the following:

• Vermi-Composting of garden/organic waste

. • Stopping or limiting the usage of non-biodegradable material like plastic bags.

• Involving professionals, practitioners, researchers, policymakers, concerned citizens, academicians, and NGOs.

• A Bio-Gas Plant is installed in the Chemistry lab for the production of Bio Gas using CowDung and organic waste generated from the college canteen and hostel kitchen.

LIQUID WASTE MANAGEMENT:

Liquid waste generated in the institute is treated in septic tanks and disposed of into soak pits. The institute has implemented the Biodigester technology at some places, which is environment-friendly, maintenancefree, the institute installed a wastewater treatment plant nearby the college canteen where wastewater from the RO plant is treated through the plant and the treated water is used for gardening purposes The future vision of the college is to establish a full-fledged sewage treatment plant for sewage treatment

and recycling the same fully within the campus, and also re-design the existing systems to efficiently manage liquid waste. thus, achieving the goal of zero discharge campus.

E-WASTE MANAGEMENT:

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes outdated electronic devices, such as computer systems, servers, monitors, compact discs (CDs), hard discs, printers, scanners, copiers, calculators, fax machines, battery cells, etc. Ewaste is disposed of through vendors.

WASTE RECYCLING SYSTEM:

Bio-Degradable solid waste collected from college canteen, Boys and Girls Hostels, from Residential area is dumped in the Vermicompost Unit to make some Organic fertilizer which is used for Gardening. The institution also installed a Biogas plant near Chemical Laboratory. Instead of LPG gas in the chemistry lab, Biogas is used for generating heat where Biogas is produced by anaerobic digestion or fermentation of biodegradable materials such as biomass, manure, sewage, municipal waste, green waste, and plant material and energy crops. This type of biogas comprises primarily methane and carbon dioxide.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment   5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen   reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards

cultural, regional, linguistic, communal socio economic and other diversities. With great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi,Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. B.R.Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Sardar Vallabhbhai Patel on October 31, institution celebrates Rashtriya Ekta Diwas (pledge is taken by staff and students on National Integration Day) every year. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

The institution organizes two days Youth and Cultural festival. NSS and NCC Units of our college participate in various programs related to social issues organized by other colleges. Also, the Departments of Humanities and Sciences organize a Seminar/ Conferences /talks on theme Interdisciplinary International Conference on „Regional Cooperation, Dimensions and Perspectives, seminar on "Learning Disabilities and Attention Deficit Hyperactivity Disorders titled, Learn - to help them learn", talk on Handling Abusive Relationships? by Dr. Ramesh talk on "Gandhian Thoughts and Values and its Relevance in Today's Life", talk on The Role of the youth towards Social Responsibility and Social Work' by Mr Manoj kumar, Workshop on „Human Rights?, talk on Women in Gandhian Satyagraha' by Prof. Vidhya Shah, awareness program on "Postal Banking and its Benefits".

Various departments organize field study and tours to visit industries, within India. Faculty and students are exposed to the different cultures. Our institution has National Socio-cultural Exchange Programs.

The future vision of the college is to collaborate with International Institutes to exchange Socio-Cultural programs.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens

SITS takes greater opportunity in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our Nation. The College ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1. National Identities Elements: The SITS College has always taken various steps which promote the awareness about various National Identities Elements. The College always gives the first priority is to spreads the message of nation. The College celebrates the Independence Day & Republic Day with great ceremony. NSS Committee SITS organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals.

2. Fundamental Duties, Directive Principles and Rights of Indian Citizens: The Faculty of various departments, have organized various academic and co-curricular activities for the propagation of the Fundamental Duties, Directive Principles and Rights of the Indian citizens. The students of have enthusiastically participated in various programs like: a. Academic programs like Seminar, Group Discussions, Conferences, Expert talks, etc which have enriched the awareness about Fundamental Duties.

b. Various activities like poster making competition, etc.

c. Organizing Competitions on various contemporary legal issues.

d. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

3. Constitutional Obligations: SITS has organized student centric activities like paper, poster & essay competition etc which have always received massive participation from the students and promoted their awareness about various aspects of Constitutional Obligations.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://siddhartha.co.in/wp-content/uploads/2021/11/7.1.9.pdf
Any other relevant information	https://siddhartha.co.in/wp-content/uploads/2021/11/7.1.9.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff   4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute aims to inculcate values and nationalism in the students by celebrating the national festivals and birth anniversaries of great Indian personalities in the college campus every year. The celebrations include flag-hoisting, Project Exhibitions, Poster Presentations, Walks, Essay Writing, and Elocution. Eminent personalities are invited to motivate staff and students by their inspirational speeches on those days.

Republic Day and Independence Day:

Every year the SITS celebrates Republic Day and Independence Day hoisting the national flag by Chief Guest of the Programme then deliver speech and presents medals and certificates to the NCC cadets for their best performance. On that occasion Some of the students give speech about our Nation. Students and staff salute the flag, then sang the National Anthem.

Gandhi Jayanthi :

Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa on Every October 2nd. The NSS unit organized mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan'.

Teachers Day :

The Institution celebrates Teacher's Day commemorating the birthday of Dr. Sarvepalli Radha Krishnan, a great teacher on every September 5th. On that day the Institution felicitates eminent personalities from the educational field and Chairman directly presents medal and certificates to the best faculty of that year.

Youth Day:

National Youth Day is celebrated on 12th January on the college campus with the aim of motivating the youth through the way of life and ideas of Swami Vivekananda to generate a positive attitude towards the people to provide them with every knowledge about how to behave in a proper way in the society.

Engineer's day :

The organization celebrates Engineer's Day on 15th September to mark the birth anniversary of Sir Mokshagundam Visvesvaraya by project exhibitions. Different project models are developed and exhibited by the students.

Women's Day:

Lady Advisory Committee organizes Women's Day on 8th March for the girl students and lady staff members in the college and conducts various events and competitions.

National Voters Day:

National Voters Day is celebrated every year on 25th January to

spread awareness about the necessity of voting and to encourage young generation towards the voting rights.

International Yoga Day:

International Yoga day is celebrated on 21st June every year in the campus. The sessions include orientation on Yoga, its mental and physical benefits and actual performance of some yoga asanas.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

1.Best Practice : SPEAKERS FORUM GOALS

1.Title of the Practice- SPEAKERS FORUM GOALS

2. The Context: The program has been created to be both educational and entertaining. Students can submit ideas they've come across while reading at the library, which includes over 8000 volumes on various disciplines, as well as information about their clubs' activities and summaries of departmental seminars and conferences. The students do have activities like Group Discussions, debate and quiz to enhance their speaking abilities. If they have any areas of improvement, they should be aware of them so that they can increase their competence levels during the program. These activities also assist the institution in determining the success of programs and making necessary improvements.

3. Objectives of the practice: The SITS Students' Speakers' Forum (SSSF) was established with the goal of teaching students how to talk effectively using the ABC method - A: accuracy, B: brevity, and C: clarity. To help students overcome their stage fright and improve their inter-SITS skill sets. The fluency and vocabulary of their speaking abilities will increase, and their personalities will flourish, giving them greater confidence. Furthermore, it gives them

the courage to survive in this competitive society.

4.The Practice: In the first and second semesters, students have an English language and communication skills course in their curriculum that helps them improve their communication skills, allowing them to talk in English without the effect of their mother tongue. Students in the Interactive Communication Skills actively participate in group discussions, public speaking, debates, and presentations, whereas students for Reading they are taught diverse comprehension tactics to enable them to comprehend a variety of text genres to improve Listening, Speaking, Reading and Writing abilities . These training sessions are held with the goal of improving students' comprehension abilities. Also, make certain that everyone participates to the fullest extent possible. Students are offered group assignments and activities, which promotes active learning. On a cyclic basis, speaker's forum events are held for the departments every Wednesday. The event attracts a large number of students from throughout the department's years. A group of English department faculty members evaluates the students' speaking abilities. Every week, one department is assigned to organise a speaker's forum, in which students deliver speeches to a student audience on a variety of issues. Participants in the Speaker's Forum will get participation certificates in addition to cash and gifts, which they may add to their C.V. The Speakers Forum activities are video recorded and archived in the library as reference material. Students have developed leadership traits, teamwork, communication skills, and improved use of library items as a result of the Speakers' Forum activities. Placement chances are projected to rise as a result of the confidence gained through 'Addressing an Audience.'

5. Obstacles faced if any and strategies adopted to overcome them: The biggest disadvantage of not engaging in such an interactive programme is a student's fear of the English language. It might also be the prior educational medium, which does not enable them to engage consciously. Students are also hesitant to enroll in such programmes because of their inferiority feeling. And other people, even if they are fluent in English, may struggle with presenting. To address such situations, we progressively encourage the students by inspiring them via good classroom teaching. Many students will first be hesitant to engage in the activities. After the initiative's success, students gradually come out to mark their presence. Once the stage anxiety is gone, they get actively involved and learn many things, which improves their skill and personality and prepares them to deal with the numerous situations they will experience in the future. We normally provide a lot of online seminars to encourage students to participate and discover new methods for speaking and

presenting concepts. These seminars will be discussed in detail with appropriate examples so that the learner can grasp the material and apply it effectively. Soft-skills training is also provided during the V and VI semesters, including Quantitative, Logical, Aptitude, Verbal, and Reasoning, to name a few. This assists students in preparation for the recruiting process, as well as admission tests for further education and other competitive assessments. Every week, students are given online materials (online videos) and online examinations to help them study for all of the above-mentioned exams. Aside fromthese capabilities, students are also taught how to participate in group discussions, prepare resumes, and conduct interviews. The CRT (Campus Recruitment Training) programme is for students in their VI and VII semesters along with their academics. This programme covers communication and aptitude skills training.

2.Best Practice: Industry 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 calibre 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 industryinstitute 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 through consulting, a supply of personnel for employment, social relevance, and, most significantly, a brand identity. Faculty will also be exposed to the most up-to-date industrial practises in order to improve their teaching-learning processes. Students benefit from hands-on instruction, while society benefits from higher-quality goods and services. It is vital to have an industrial institute contact to fulfil the demands of the employer and to mould the students according to the requirements of industry.

Objectives of the practice

The IIIC's mission is to foster ongoing collaboration with industry in order to close the 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 the necessary exposure and experience.

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 and industry 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 curriculam

The practice: Beginning in their first semesters, the Institution provides well-structured skill training programmes for students of all areas of B.Tech./M.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 final projects 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 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 organisations. 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.

Obstacles faced if any and strategies adopted to overcome them: Some students, particularly female students, are not sent on industrial visits or internships by their parents because they are afraid of taking their kid away from the college. Parents of students are encouraged to participate in industrial tours and visits by informing them about the importance of industrial awareness and the safety precautions that must be followed. This contributed to an increase in total participation. It is necessary to have laboratories to conduct consultations collected from industry in order to apply this technique. Regular alumni meetings, which assist enhance industry relationships, should be held to maintain interaction with alumni working in various industries. 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 for students 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

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 professors.

Improving the effectiveness of the teaching and learning process.

The applicants' employability skills were improved.

The number of people with technical skills and those who are employable has grown

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.

File Description	Documents
Best practices in the Institutional website	https://siddhartha.co.in/naac/7-2-1/
Any other relevant information	https://siddhartha.co.in/naac/7-2-1/

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Academic Achievement: Our attempts to foster diverse, all-round growth, including organizational and leadership attributes, are rated "outstanding" by our students. In order to redefine academic excellence, SITS management, administration, and faculty members strive for it and go beyond teaching. As the educational system becomes increasingly student-centered, it is the responsibility of each institute to guarantee that proper teaching and learning requirements are met. Students are encouraged to align their standards with industry and social demands as part of this process. At the heart of the rigorously welldefined student-centered system are the following goals: To establish and maintain state-of-the-art teaching facilities to train students in emerging technologies to set up and maintain state-of-the-art laboratories to create department wise with incubation centres to provide training in emerging technologies through "Training and Placement Cell" to empower the student community through "Students Activity Centre" to emerge as a hub for engineering excellence to achieve engineering education that is on par with industry requirements to facilitate state-of-the-art teaching facilities to train students in emerging technologies to set up and maintain state. Students are given full flexibility to build talents and traits in managing numerous activities of professional bodies such as IEEE, IETE and others, while the institute brings them to a higher level of learning through this style of learning beyond the text book. SITS takes a

unique approach by giving students more opportunities to give student seminars, present papers, work on projects, and develop working models, among other stuff. As part of this, students are encouraged to submit papers in a varietyof forums beginning with their first year of B.Tech. Similarly, there are a lot of approaches for other students to organise and participate in seminars both inside and outside of the institution. Every student in a particular academic semester receives at least one chance from the institute. A separate Student Activity Centre, run entirely by students, has been established to guarantee that the institute's objective is accomplished. Co-curricular activities, in addition to the Student Activity Center, play a major role at SITS. As a result, SITS has received several honours for its students at the state, national, and worldwide levels.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

The following mechanisms for effective curriculum delivery are currently in place at Siddhartha Institute of Technology and Science:

1. At the start of each academic session, Departmental meetings are held in which the topics in the syllabus are distributed to the teachers after discussion with them.

2. The number of classes for each topic is determined by the syllabus and the number of credits awarded to each topic/group/paper, among other factors.

3. For each year/semester, the college administration gives a well-designed weekly Routine/Schedule/timetable for both UG and PG classes.

4. Department heads create a routine that is duly approved by the Principal.

5. Lectures are prepared by teachers based on the assigned curriculum and available classes.

6. Under the supervision of college administration, classes are held according to the schedule.

7. We have a large central library with an open access system, as well as various departmental libraries for the benefit of students. Our college subscribes to a large number of journals (in science, the arts, and business). Both professors and students have access to e-books and e-journals. Our college has joined the NPTEL Local Chapter (National Program on Technology Enhanced Learning), which provides students with online access to e-learning. Courses in video format for a variety of fields.

8. Various classroom teaching methods based on the needs of different subjects, such as

a. chalk and blackboard method are regularly used for effective

curriculum delivery.

b. An ICT-enabled teaching-learning approach.

c. Using various software programmers.

d. Effective lecture delivery requires the use of scientific models and charts.

e. Teachers' distribution of class notes. f. Group discussion among students during class.

g. Curriculum-related micro-teaching and seminars by students

h. Students paper presentations i. Students are provided with proper and enough equipment for their practical classes; there is also a central instrumentation facility for this purpose.

j.The departments carry out need-based survey programmers, fieldwork, and educational excursions.

k. Project work and dissertations are completed in order to complete their degrees.

l. For advanced studies, seminars and special speeches by experts are held on a regular basis.

To maintain track of the students' progress, frequent class tests, mid-term examinations, mid-semester examinations, regular assessments in practical classes, and viva-voce are conducted.

Remedial and tutorial classes are also offered according to need. Departments keep extensive records of classes, assessments, and project reports, among other things. The college administration also keeps a close watch on the outcomes, departmental activities, and student needs, as well as keeping track of the college's many activities in terms of teaching-learning, development, and improvement of various methods of effective curriculum delivery.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/1.1.1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The University publishes an academic schedule for Respective Courses at the start of the academic year. The institution ensures good time management and carefully adheres to the affiliating university's timeliness. To stay on track with the academic calendar, the Institute uses good planning. This allows teachers and students to space out their teaching and learning while also allowing for regular assessment. There are two semesters in every academic year. Each semester will last 16 weeks. After 8 weeks of classwork, the first Continuous Internal Examination (CIE- I), also known as MID-I, and the Lab Internal-1 are Conducted. After 16 weeks of classwork, CIE- II (MID- II) and Lab Internal- II are conducted. The students are taught the relevant syllabus during the above-mentioned 8 weeks of classwork. They are then put through their paces on the same material. Students are evaluated by the Institute in three ways: theoretical, objective, and assignments. The descriptive part is given a score out of ten. The aim is graded on a scale of 10 points. The grade is based on a 5-point scale. To prevent overburdening pupils with too many exams, these tests are given at regular intervals. The student's final internal marks are obtained by taking the average of both of these exams. These marks are also used to identify pupils who are slow learners, and bridge lessons are held to help them improve their performance before the external examination. The OBE format is used to create all question papers. They are aligned with the course outcomes, which are stated at the start of the course. Unaddressed programme outcomes are included in the assignments provided to the students. This aids students in gaining information outside the syllabus, as many topics are not addressed in university exams but are still relevant. In a semister, these assignments are delivered twice. To stay on track with the university's academic calendar, students must finish them in the time allotted. Every department prepares internal calendars in accordance with the university calendar to guarantee that the curriculum is delivered on time. Every instructor adheres to a

rigid schedule that is discussed and authorized by their department's head. After that, a daily division of subjects and chapters is determined. These subjects and chapters were selected in light of the impending CIE. The pupils will be able to complete the assigned syllabus in a reasonable amount of time thanks to the schedule that was prepared. Students are given ample time to prepare and practice their topics prior to the examinations. As in event that a change is required, the university informs the college, and the college enacts the adjustment. Teachers from all departments adhere to and respect the academic calendar in all circumstances.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/1.1.2.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

C. Any 2 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

17

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

15

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

2186

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The goal of education, according to SITS, is to assist each student discover their identity, recognize their purpose in life, and contribute to society, the environment, and their fellow humans. The art of holistic education is found in institutions'

ability to provide a diverse curriculum in effort to enhance students to develop an intrinsic appreciation for life and a strong desire to learn. The institution would evaluate the significance of the world's pressing conditions and challenges, such as the environment, climate change, politics, socio-economic, and gender conflicts, under the autonomy framework.

In order to solve the shared accountability, SITS educates the students for themselves and society, educates them for a bigger view of life, and inspires a sense of social responsibility through relevant courses in various categories that enrich the learning experience. SITS has introduced various types of courses in the curriculum to combine cross-cutting courses relevant to gender, environment and sustainability, human values, and professional ethics.

The courses are designed to enhance professional competencies even while imparting general competencies such as social and ethical values, gender, human values, professional ethics, environmental sustainability, and etc, resulting in students' success and growth. Field work, citizen involvement, and gender sensitization just are just few example of practical experiences related to gender sensitivity which enables the students to understand real-life problems and situations. These courses test students' conceptual, theoretical, and analytical understanding on gender as a social construction, as well as several approach when working toward gender equity in India and across countries. Students are trained by SITS to develop human values and professional ethics in them. In this context, the following ten golden rules of professional ethics in the workplace have been discussed in order to respect the Institute and students.

The golden rules are as follows:

1.Always aim toward excellence.

2. Be dependable

3. Be Accountable

4. Always be respectful and polite to the others.

5. Be reliable

6. Responsive, and effective.

7. Always behave in an ethical way.

8. Always be genuine and admirable in your activities.

9. Ensure the confidentiality of the others.

10. Act as role models The students participate in several of activity in order to establish these principles in a professional manner. Women Empowerment Cell, Anti-Ragging Committee, NSS/NCC, Community Club, Eco Club, and other committees and groups are responsible for the various activities. These committees and clubs are necessary to the institute's efficient execution. Environmental Sciences, Soft Skills & Professional Ethics, Gender Sensitization, Indian Constitution, Essence of Indian Traditional Knowledge, as well as other mandatory courses are included in UG courses, whereas Value Education, Stress Management through Yoga, Personality Development through Life Enlightenment Skills, and other PG courses are included. A variety of activities, such as seminars, workshops, guest lectures, and industry visits, are conducted to recognize the importance of the course to students about environmental matters.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

406

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1656

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://siddhartha.co.in/naac/1-4-1/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://siddhartha.co.in/naac/1-4-2/

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

684

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

315

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Bridge classes are conducted for the first year students immediately after they join, to enable flexible transition into college study from school level. After commencement of the first

year classes, diagnostic test will be conduct to analysis th statistics of the students.

1. Number of students in school with medium of instruction in Telugu

2. Number of students who had no exposure to computing knowledge

3. Number of students from Rural Background Based on these statistics, the Bridge classes are conducted as below: Communicative English Fundamentals of Computing Mathematics course is conducted for everybody from Engineering point of view Remedial Classes handled by the respective subject handling faculty after class hours they interact with students in clearing all the doubts. The teachers after first internal assessment guide the students as far as student-specific gray areas are concerned. The students who obtain marks below the class average are identified as slow learners after the first internal mid examination and special coaching classes are being conducted for the students based on their performance in the test, after the college hours. Their performance in the first internal assessment test is monitored and if it is less than the class average these students are advised to register for remedial classes. The mentor should counsels these students motivating their participation in remedial classes. The remedial classes are held in the evening between 4.00 PM and 5.00 PM. After these remedial sessions, if the performance improves in the subject internal tests, the students are appreciated and motivated to keep up the performance. The institution offers scope for advanced learners also appoint the Faculty Co-ordinator to conduct various events to improve their skills. They are identified · By their performance in the class room. · Performance in the end semester examinations. · Participation in department activities. · Prizes won in Co-curricular and extracurricular activities. · For these advanced learners the following provisions are made to take up one · Full time project work or internships in industries or R&D establishments.

Coding classes and special seminars are arranged for the advance learner for improving technical skills. The "Incubation center and Centre of Excellence" is functioning in the campus helps them to develop their innovative ideas. Additional Experiments are giving to the advance learner as content beyond the syllabus.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/2-2-1
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
2318	190

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The teaching-learning process is one major objective and the strength of our college. Students are given a right blend of traditional and modern methods to make learning student-centric and a rewarding experience. Experiential learning, participative learning and problem solving methodologies are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management.

a) Experiential learning

1.Practical courses (laboratory) including virtual labs are made compulsory in the online mode class activities.

2.The inclusion of Internship is develops good practices and innovative methods of learning, The traditional lecture and laboratory activities have evolved into more open ended, Internship-based experiences that help students develop additional skills and contextualize the learning of theories.

3. Each student has to do a Project as part of the curriculum where the student can choose a domain of their interest and implement their innovation. The students are motivated to do industry and research oriented projects.

4.Content beyond the experiments are assigned to the student to

fill the gap between curriculum and industry requirements

b.Participative learning

1.Industrial / field visits / internship at Industry and/or renowned institutions are mandatory.

2.Participation in professional societal activities of IETE, etc. are currently mandatory.

3.Students are involving group discussion and also seminar presentation in very course related topics.

4.Students are encouraged and presently made mandatory to take Online Courses offered by premier institutions of the country.

5.Each course handling conducting Quiz, Debate for the sharing of the student technical knowledge.

6.Industry projects and collaborations are undertaken to enrich students with pre-employment training.

7.Periodical Guest lectures on topics relevant to employment skills by personnel from respective organizations / industry.

C) Problem solving methodologies

1.Each course handling faculties are giving Case Study topic related their subject for analysis and discussion.

2.Faculties are conducting subjects of highly analytical nature, with the objective to increase problem solving capabilities, analytical thinking and logical ability.

3.Faculties are support to the students to attempt and solve problems individually and independently.

4. For the tutorial session, a class is divided into two groups and faculty members are assigned to each group separately.
5.Giving assignments and quizzes at the end of instruction of each unit. All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

File Description	Documents
Upload any additional information	[View File]()
Link for additional information	https://siddhartha.co.in/naac/2-3-1/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

All the course and lab course handling faculties are using ICT mode content delivery in the way of video presentation, NPTEL lecture presentation online classes. ICT tools were used for the effective content delivery in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. Traditional teaching-learning methods and ICT tools both usages is highly interested in providinginnovative methods for enriching the learning experience. The institution has provide the high speed internet access and high configuration computers and technical resources for the effective utilization of ICT among the students and the faculty. The faculty are trained for the efficient use of tools through training sessions at the institute and/or faculty development programmes conducted by IITs. Teaching/Learning methodologies include the use of ICT tools for illustrations and special lectures, casestudies, project-based-methods, experimental methods, flipped class room sessions, v-lab and NPTEL videos. The conventional lecture method facilitates the teacher to interpret, explain and revise the content of a topic, only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given specific assignment and seminar handled by the students which enriches their learning. To enhance the effectiveness, acquired knowledge by the way of answering a few questions or a brief peer group discussion or a think-pair-share activity or any other relevant interactive session. Thus, the blended mode of learning which combines direct mentor-taught interaction with the online learning is implemented. ICT components are embedded in the course contents of all relevant engineering disciplines which include free / commercial software used for computation / simulation. ICT for course delivery includes power point presentation, video conferencing and also educational websites. Course handling faculties are conducting to the students' learning process through online quizzes, submission of online assignments etc. It helps our students in blended learning, flipped classroom and other e-learning projects even for the

Covid pandemic situation. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals from DELNET, Online tests, Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students using vmedulife software. Communication skills training facility is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills.

Discussion/demonstration and ICT based ways of learning, enable students gain the skills in critical thinking, communication, and group dynamics and reflect appropriate integration of direct and online interaction of the participating members. Using vmedulife software hands-on sessions in the labs and internships at work places for faculty and students provided effectively.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

15 :1

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

190

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

27

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1373

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Siddhartha Institute of Technology Sciences College is affiliated to the JNTU Hyderabad, and has adopted methods of assessing the student academic performance on continuous monitoring basis. Rules and regulations are followed in tune with the affiliating University norms so as to conduct the Continuous Internal Evaluation bringing larger transparency. Continuous assessment in theory subjects: As per the JNTUH regulations, 25 marks are allotted for internal assessment examinations and end semester external examinations are conducted for 75 marks. In this frame work, the college conducts Mid examination in the specified pattern consisting of Objective Questions and Descriptive questions for all the theory subjects. The Objective Question Paper (10 marks) are split with Multiple choice and fill in the blank type questions. Descriptive type Question Paper (10 marks) is set by internal faculty members. Assignments are given to the students carry weightage of 5 marks. The internal marks are awarded by taking the marks from both mid examinations and assignments. Continuous assessment in practical subjects: For laboratory courses, continuous evaluation process is being followed during thesemester for 25 marks which is regarded as internal marks and 75 marks are allotted for end semester external examination. In the 25 marks for internal, 15 marks are awarded for day to day evaluation, to access student performance which includes regularity,Observation book submission, procedure, calculations and graphs in terms of result, viva and promptness in submission of records in the laboratory and 10 marks for conduct of Internal lab examination. The Major reforms in Continuous Internal Evaluation implemented by INSTITUTION are as below • Outcome Based Education (OBE) is a student centric learning model, that focuses on measuring student performance through learning outcomes and parameters like CO's, PO's,PSO's and PEO's and the Graduate Attributes defined by the NBA .

The Mechanisms for Evaluation Systems based on OBE are

1. Blooms Taxonomy is followed while setting the internal examination question papers.

2. The prepared questions are mentioned with course outcomes.

3. Questions are uniformly distributed across the syllabi (course description)

4. Rubrics are drafted and used in Theory, Laboratory, Assignments, Seminars, Mini Projects Major Projects.

5. Formation of Course Outcomes for all theory and laboratories are made by using action verbs of Bloom's Taxonomy and mapped to the Program Outcomes and Program Specific Outcomes. The evaluation is made for the attainment of vision and mission statements of the institute.

6. The attainment of Course Outcomes is evaluated with Continuous Internal Evaluation and University end Examinations.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100204/2.5.1_1637311453_6645.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

An efficient and transparent system is followed in Siddhartha Institute of Technology in terms of dealing with internal examination-related grievances. The College Academic committee consisting of the Principal, Deans and HOD's and senior faculty members prepares the academic calendar in the guideline with JNTUH academic calendar well in advance before the commencement of the class works. The calendar outlines the semester class works schedules, Assignment submission deadlines, internalexamination schedules and external examination schedules. University Academic Calendar: The University officially publishes Academic Calendar for their affiliated institutions for planning and conduct of class works. The Academic Calendar Consists of Commencement Last date for a spell of Instructions, Mid Exam Schedules with submission of Marks to the University, Assignment deadlines, Practical Exam Schedule, End semester Supplementary Exam dates for the forthcoming semester with Holidays. College Academic Calendar: The Institute prepares the academic calendar in line with the University Academic calendar consisting of all academic events including co curricular and extracurricular activities. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. For the Conduct of Academics, each year is being divided into two semesters of 16 weeks (Each semester having 90 instructional days plus 6 days for mid-exams or a total of 16 weeks for the conduct of Instructions including mid-exams) and 3 weeks for the conduct of end semester examinations. After

completion of 45 Instructional days, The Mid 1 Examinations are conducted and after completion of 90 working days, the Mid2 are conducted as per the given schedule. Once the mid-exams are conducted immediately, the solution of the test along with the question wise marking scheme is displayed on the notice board within one day this way the test maintains transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within three days of the conduction of the test. The evaluated answer sheets are shown to students in class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester, the average marks of both the unit-test marks are displayed to the students for verification and cross-verify their marks details. If any discrepancies are reported by the students, then they are resolved by the faculty immediately. Assignments are evaluates based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and resolving grievances is any The experiment performed in the lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2.5.2_2021-20.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The Course Outcomes (COs) represent the described level of knowledge and skills the students can acquire at the end of the course. COs have been thoughtfully defined for all courses across the various programsbeing offered. The Course outcomes of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website. The course instructor maintains a teaching plan in which around five to six-course outcomes are written based on the requirements. It should be measurable and maps across relevant cognitive levels of Bloom's taxonomy. The introductory lectures

planned for all courses are meant for communicating the COs to the students by the course instructor. Pos from graduate attributes mapped with Cos verifies with Programme assessment committee members. The PAC minutes will be discussed and gets approval from the department advisory board committee. The Program Outcomes (POs) which are based on Graduate attributes are circulated amongst all graduates, stakeholders and are significantly displayed on Department notice boards, laboratories, classrooms, college brochures,s and also the institute website. National Board of Accreditation has defined 12 Pos derived from the graduate attribute thus maintaining with the slight modification required for the respective department across all branches of Undergraduate Program in Engineering. Workshops, seminars, FDPs have been conducted to educate the teachers about outcome-based education and its implementation. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) have been defined and stated after much debate and involvement of the stakeholders. This has been done for all undergraduate programs being offered in the institute. It is also displayed on the institute website along with the POs. In our institution, every faculty member understands the concept of Outcome-based education and conscientiously tries to ensure that outcome attainments are met.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/2.6.1.pdf
Upload COs for all Programmes (exemplars from Glossary)	[View File](#)

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

SITS has clearly declared learning outcome for each academic program and was amalgamated with the Institutional vision and mission. Program outcomes (POs) and Program Specific Outcomes (PSOs) are the paramount to maintain the quality in the graduation program. Each department of the college has developed the curriculum taking all the POs into consideration. The PSOs are also appropriately designed along with the curriculum development.

Course Outcomes (COs) describe the learning that will take place

across the curriculum through concise statements, made in specific and measurable terms. These COs are then mapped with POs and PSOs. During the CO-PO/PSO mapping, the strength of the mapping will be assessed by Course Lead at the beginning of the semester. During the semester the course is assessed using assessment tools to compute CO attainment. The PO attainment calculation considers 75% weight to direct methods as more samples are available for this category and 25% weight to the indirect method. The following assessment methods are used for the assessment of Program Outcomes and Program Specific Outcomes: 1.Direct Assessment (75%) Assignment Internal Examination Semester end examination This process includes following three components: 1.Assignment (5%): The students are assigned to solve several questions related to respective courses; one assignment per unit in the course. The assessment will be done based on their performance. 2.Internal Examination (20%): This type of performance assessment is carried out during the examination sessions which will be held twice in a semester. Each and every internal examination is focused in achieving the course outcomes. 3.End Semester Examination (75%): End Semester examination comprising entire syllabus of the course is a measure for assessing whether the entire COs are attained or not. 2. Indirect Assessment (25%) Students feed back : Feed back about over all teaching performance of each faculty member allotted to the respective class will be conducted in the middle of the semester. Analysis of the feed back will be carried out by Internal Quality Assurance Cell (IQAC) and shared it with faculty members through HOD. HOD and Principal will discuss in person with faculty members whose performance is not satisfactory. Course Assessment: At the end of the semester assessment of learning of course outcomes for each subjects will be conducted. Course Outcomes involved in the assessment process will be mapped with POs with indication of attainment level. Exit feed back: The passing out batch of student will given feedback on various facilities provided to them as well as teaching Learning parameters adopted during their stay in the college. Event Feedback: For the overall personality development of students and to make them technically sound institute and department have established various Club Activities Clubs. These clubs prepare their activity schedule at the beginning of semester.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2.6.2.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

357

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	https://siddhartha.co.in/wp-content/uploads/2021/10/2.6.3-annual-report-2020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://siddhartha.co.in/wp-content/uploads/2022/03/SSS_FORM.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

6.5

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

5

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://siddhartha.co.in/wp-content/uploads/2021/11/3.1.3.pdf

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Siddhartha Institute of Technology and Sciences, identifies an ecosystem to share technical knowledge between the students and faculties for innovation with the incubation center .The college builds up with R&D cell to promote research activities headed by Dean R&D.The R&D cell focuses on mini and major projects of the students along with funding agencies that to be carried out during the course of study. The R&D cell facilitates faculty and students to publish quality papers in referred journals with high impact factor. The R&D cell conducts workshops on how to write a paper, important steps to avoid plagiarism and identify quality journals which help the faculty and students to meet their research requirements. The management is very much keen in research activities and promotes faculty and students to come up with new innovative ideas by providing suitable infrastructure and financial assistance whenever needed. The event Ideathon conducted on every year irrespective of all disciplines to bring up new innovative ideas from students. The R&D cell finds various government funding agencies like AICTE, SERB, UGC, CSIR etc. and other local body to complete the innovative ideas in to prototype model. Entrepreneur Development Cell (EDC) of the College targets to develop entrepreneurs generate employment through technology and also to improve the competence of the students by providing opportunity to enhance their managerial skills and leadership qualities, to attend and participate inworkshops, to visit the industries in order to meet the global demand and new challenges to generate employment. The students are motivated to take a step forward and take up a career of self employment and set up a small and micro enterprise as an entrepreneur. The skill set required for the development of an entrepreneur includes resources planning, manpower management, finance planning, marketing management and manufacturing expertise. EDC aims to expose budding engineers in these domains of requirements to convert them into successful entrepreneurs. The vision of IIC cell identifies the gap between industry and academia which provide learning opportunity and implementation platform that cherish student's ethical values, expertise in Science and Technology, Research interests and Social responsibilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/3.2.1.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

20

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

2

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

167

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

272

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Siddhartha Institute of Technology and Sciences organizes and takes part in various public issues and resolves the same with technical oriented and community participation. The NSS unit of Siddhartha Institute of Technology and Science is accomplishing its service-oriented programmes in a fruitful way covering multifarious aspects. In the due course of it, the NSS successfully conducted an awareness programme on anti-ragging, the importance of diet and its associated health problems, promoting Swatch Bharat, blood donation camps etc. The NSS unit organizes various guest lectures on women safety, women startups, and other general issues. Every year Yoga day is celebrated, to understand the importance of yoga which makes the mind and body have a healthier life. SITS established a "Health care center" that promotes awareness on health, proper diet, and nutrition. Health club supported with gym facilities in the hostel to carry out health Care and fitness facilities and equipment.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/2020-2021.pdf
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

5

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

`1950`

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

`16`

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

`15`

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The Management of SIDDHARTHA INSTITUTE OF TECHNOLOGY AND SCIENCES (SITS) is committed to provide quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement.

The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, Administrative staff), laboratory equipment, built-up place, learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly.

To provide good, sufficient and well ventilated academic and supporting spaces for effective teaching and learning.

To have conference halls, meeting rooms, faculty cabins, digital Library for effective teaching and learning.

To use ICT for academic purposes including teaching and learning

To provide access to internet to students and faculty members

To develop class rooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning.

To develop labs as per curriculum requirement and also beyond the curriculum

To provide amenities like Canteen, Transport, Play grounds etc.

Classrooms::

The Institute has 56 Classrooms with ICT facilities, LCD projectors, WIFI-LAN, PA System, and good ambience. It has 56 ICT Classrooms with multimedia facilities and spacious for conducting theory classes.

All the Classrooms are ergonomically designed so that proper ventilation, lighting is provided with good acoustics.

All the Classrooms of individual departments are at close proximity in order to have better access to the students.

These Classrooms are provided with OHPs, screens, fans and LAN cables.

Tutorial Halls:

The college has 14 tutorial halls to conduct Tutorial Classes to address the doubts and queries, to conduct remedial classes for academically slow learners/students with backlogs.

All the Tutorial Classes are equipped with Black Board, Benches, Fans and Tube Lights.

Laboratories, Seminar Halls, Drawing halls, Auditoriums:

The Institute has 46 well equipped and well maintained state of the art laboratories, 6 Seminar halls to conduct various student activities, 2 Drawinghalls and 1 Auditoriums with a capacity of 1200.

Computing Equipment:

1120 Computers 3 Common Computer centres each having 60 capacity, and 2 Incubation centres are available in the Institute.. All the Classrooms, Seminar Halls and most of the Laboratories are equipped with ICT facilities having licensed and open-source software. Printers, Scanner and Xerox Equipment are also Available.

Hostels:

SITS has two hostels one for boys and one for girls with a

capacity of 150 each.

The campus main building called BLOCK-1 accommodates Principal office, Administrative office, Examination section, Training & Placement center, Library, Entrepreneur Development Cell and the departments of ECE, CSE. There are two other buildings in the campus called BLOCK-2 and BLOCK-3.

BLOCK-2 accommodates the Department of Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering and Dept. of Master of Business Studies (MBA)

BLOCK-3 accommodates the Department of Science & Humanities. Canteen is housed in an exclusive building

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://siddhartha.co.in/naac/4-1-1/

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Sports and Games:

The Department of Physical Education (DPE) of SITS has been putting in its best efforts in imbibing knowledge and imparting skills to students and faculty in various sports and games, developing them to higher levels of expertise. Sports club of SITS has successfully induced the sporting culture among the students and faculty, which is evident through the laurels achieved. The DPE comprises of 2 Physical Directors and supporting staff.

The institution has adequate facilities for quality physical education programmes, which are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment.

Indoor and Outdoor Games:

The institution provides facilities for indoor games like Table

Tennis, Caroms, and Chess etc , also has a spacious playground for outdoor games like Basketball, Cricket, Football, Handball, Kabaddi, Throw ball, and Volleyball. Athletic Track Space for all field sports events like Javelin Throw, Shot put, Hammer Throw, Discus Throw, Jumps, etc are available. State of art training is provided to students in all thesesports and games. Full time qualified trainers to train students in Caroms, Chess, Table Tennis, Athletics, Basketball, Cricket and Football.

The trained students participate in National/International tournaments. Many students have won medals and awards in national/international tournaments besides inter collegiate and intra-college activities. On an average 700 students per day utilizes indoor and outdoor sports facilities and gymnasium.

Gymnasium:

An exclusive Gymnasium is available for the students and staff at Sports complex. It provides an arena for the body builders and the students who wish to keep their body fit. State of the Art facilities are made available along with the trainers to train the students properly.

Yoga:

An exclusive Yoga facility is provided with a dedicated yoga teacher for training both the students and staff. Practicing yoga creates mental clarity and calmness, increases body awareness, relieves chronic stress patterns, relaxes the mind, centers attention, and sharpens concentration. Since 2015 every year on June 21st, the International Day of Yoga is celebrated, in which all the students and staff proactively participate. Best performers are rewarded to encourage active participation and promote wide scale participation of various stakeholders.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-1-2/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart

class, LMS, etc.

62

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-1-3/
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

683.20

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

Siddhartha Institute of Technology and Sciences Library plays a vital role in meeting the present and anticipated future needs of its scientific community by selecting, acquiring, disseminating appropriate scientific and technical information through different channels of communication. Library initially was setup in 2008.

The college's central library is housed in a part of the block having a plinth area of early 680 Sq.m with a total seating capacity of 150. The Central library is stocked with 34659 books

and also subscribed to 89 National and 30 International Journals and 05 Magazines. The active sections of the central library are computerized with 150 book issues and 150 active readers in the library per day.

Digital library is well equipped 20 systems with 1 server to access E-journals , in addition Multimedia ELearning Center. NPTEL Facility (National Program on Technology Enhanced Learning) to access web & video lectures, subscription of e-sources and Institutional Membership of DELNET, (Inter- library loan) for resource sharing are available in the library.

The Central Library collectively supports the teaching, research and extension programmes of the Institute. All students, faculty members of the Institute are entitled to make use of the Library facilities by taking library membership. The Library, besides having a huge collection of books on Engineering, Science & Humanities offers library services through its various divisions.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://siddhartha.co.in/naac/4-2-1/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	[View File](#)
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	[View File](#)

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

47.69

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

545

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

SITS maintains thrust on this vital area to ensure continuous and consistent availability in tune with the growing needs as well as changing technologies. The institute places lot of importance on e-learning and major plans is in hand to upgrade the bandwidth, connectivity as well as the devices. The entire campus is optically networked between buildings and cable within the buildings for connectivity. In addition, Wi-Fi facility is provided in all the buildings. Dedicated bandwidth (leased line) of 100 Mbps is taken from a single source. In addition each building /department of importance like examination center, remote center for online workshops, placement cell, and library have additional dedicated bandwidths of 100 Mbps. In the year 2017-18, 48 classrooms were provided with ICT Facilities that increased to 56 classrooms by 2020-21 for e-Learning and training programs. Internet facility was upgraded from 64 Mbps to 100 Mbps. Two Language labs were updated with infrastructure,

computers and software. The library is updated with Koha
software. The management has been substantially augmenting the
following IT facilities since 2018: Internet connectivity was
increased from 64 to 100 Mbps. Intra-net connectivity is provided
on the campus with 20 GBPS fiber optical cable. Installed Network
facilities for All Computer labs Installed Air Conditioning
Systems for Computer Labs. Ez software has been installed in 2016
for student and staff information management. All the systems
have been provided with backup through the uninterrupted power
supply. MacAfee antivirus software has been installed for all the
systems. The Institute has 64 surveillance cameras. Biometric
attendance system for PG students and Faculty. A centralized
server room with 2 servers was set up. The Examination branch is
fully automated software.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/4.3.1-1-IT-Policies.pdf

4.3.2 - Number of Computers

1120

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic

support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

671.07

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures as mentioned below, concerning Laboratories, Library, Sports center, computer systems, and classrooms. All the Laboratories are maintained in proper working conditions in terms of the premises as well as all pieces of equipment, i.e., consumables and non-consumables, as overseen by the concerned Lab incharges. Separate registers are maintained for lodging complaints, stock keeping works executed, etc. The repair and servicing of equipment are carried out after obtaining statutory approval of the concerned Head of the Department, Principal, and Secretary. The lab in-charge and the concerned faculty ensure proper utilization of the laboratory premises and instruments/equipment. The procurement of new equipment is as per the standard procedures wherein, the lab in-charge applies to the Principal through the Head of the Department. Upon obtaining approval from the Secretary, quotations/tenders are invited based on the tentative cost of the equipment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://siddhartha.co.in/naac/4-4-2/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1417

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

2318

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to Institutional website	https://siddhartha.co.in/naac/5-1-3/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1866

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

1866

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

346

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

30

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

22

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

7

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

SITS has an active student council. Each class nominates two students from each section. They are called Class Representatives (CR). These class representatives choose some of them as student

council members. Student council acts as bridge between management and faculty. Through this student council students are encouraged to participate in the organization of various events of the institution and develop their communication and organizational skills. Students are encouraged to participate in institutional academic and administrative activities. This will help in building a sense of trust and understanding among the student community on the institutional functioning. The student representatives are chosen as members of various academic and administrative bodies. The various activities of student council and their representation in various committees are given below. Activities of the Student Council: Smooth Conduction of the Institute Annual Day every year. Conducting Fresher's day every year. Prevention of ragging in the campus through counseling and helping the administration whenever necessary. Organization of student technology workshops, club activities and professional society activities Celebration of Engineers Day, Mathematics Day, Teachers Day etc. Rendering help in organizing community service activities Organize the programs to improve cleanliness and greenery in the campus. Maintenance of the peace and harmony among campus community in General and student community in particular. Suggesting the administration in the improvement of student amenities Representation of students in the academic and administrative bodies: AntiRagging and prevention of sexual harassmentcommittee Grievance Redressal Committee Class Committee which consists of student faculty members Department Associations – Entrepreneurship Development Cell (EDC) National Service Scheme (NSS) Unit Cultural and sports committee Professional Society Activities Committee (ISTE//IETE/IEEE/SAE/CSI) Student Technology Clubs like SAE club, Robotics club and Coding club, Artificial intelligence club, Electronics club, Next Generation Communication and Networks club.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/5-3-2/
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

85	

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The college has an alumni association. The Alumni Association creates and maintains a lifelong connection between the Institute and its alumni. The Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming andservices. Alumni Association is one of the easiest ways to reconnect, give back to the Institute, and serve as a springboard for further involvement. Alumnae from various parts of the world enthusiastically participate in the meet. As of today 225 alumni have registered with this association. The alumni participate and contribute to the development of the institute in the following ways. Internal Quality Assurance Cell (IQAC): IQAC has a some members of the alumni. These members contribute to the improvement of teaching, learning processes. Promotion of the Intuition: To develop and help maintain active alumni interactions and enhance the image of the SITS College through self enrichment, career development and role modeling in the wider society. Alumni Feedback: Alumni gives valuable suggestions, or feedback to find out the curricular gaps in the university curriculum for the present requirement of industry needs. Guest lectures : The alumni are invited to deliver guest lectures and also as the resource persons for workshops and seminars on recent trends in technology. They also share their professional experience and motivate the students. Monetary Support : Meager but to their magnanimity, Alumni also contributes financially. Nonmonetary support: The alumnae

actively participate as judges in various technical and nontechnical competitions organized at the institute. Alumni as support to conduct community service activities Alumni form an active network and help them to institution in getting internships, placements and industrial visits.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/5-4-1/
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) | **A. ? 5Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institution SITS is initiated by the ideals of Gouthami Educational Society(GES), the management of the institute consists of a Governing Body with a panel of members as per norms of Society, nominees from industry, regulatory body like , AICTE, Affiliating University and the State Government.

The Institution vision and mission is "To be a Centre of Excellence in Technical Education and to become an epicenter of Research for creative solutions" and "To address the Emerging Needs through Quality Technical Education with an emphasis on practical skills and Advanced Research with social relevance" respectively.

The institution has evolved a quality policy which is as follows:

"To provide an integrated learning environment to enable students to grow towards their fullest potential and meet high expectations of industry and society."

The entire envisioning, designing and formulation and

implementation are done following intense deliberations by all members of the Governing Body.

The Governing Body functions subject to the existing provision in the bye-laws of the college and the rules laid down by the state government. The Principal of the college is the head of the institution providing the required leadership to the institution and its system. The principal ensures that all provision of the university bye-laws, statutes and the regulations are observed. He convenes the meetings of the Advisory councils, the Academic council, Board of Studies, Finance committee, planning and Monitoring Board, Selection Committees. He also over sees admission of students, recruitment of faculty, curricular programmes, student feedback, internal and external assessment, financial implication, course contents, cocurricular and extra-curricular activities.

The faculty are actively engaged and involved in decision making process. Periodic meetings of all Head of the department and also the intra-departmental meetings convey and implement decisions taken by the committees and endorsed by management. Senior faculties are represented in all committees by rotation to enhance administrative experience of all staff. This will help to refine and run the system of administration to continuously sustain, renew and enhance quality of the education by the institution

SITS administration is led by the Principal, collectively with the help of Deans, HODs, and various functional heads. There is complete delegation of authority and responsibilities at SITS, and the administration functions through various appointed committees. Planning in the institute is collective "Bottom to Top" process. Requirements are gathered at functioning level and assessed and forwarded to administrative level. This results in a plan reflecting actual requirements. It is guided by vision and mission and willingness to fund any developmental expenditure by the Management.

The management gathers information regarding the various aspects on functioning of the institution in a number of ways. The Planning process is helped by an efficient Software system which provides access to integrated data that is used to disseminate information.SITS constantly tries to bring innovation in teaching and learning process by using modern technology, training methods and human resource planning.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Principal of the college has complete authority to administer the institute within the purview of the bye- laws, rules and regulations framed by the management, affiliating University, and the state government. At the beginning of the academic year, a self mapping or review exercise is conducted by the Institute Development and Monitoring Committee (IDMC-a Planning Monitoring and Quality Assurance body) which is assisted by HODs Committee, the Department Development and Monitoring Committee (DDMC). The IDMC is constituted by the management is the 'Principal Planning Body' of the institute and is responsible for the monitoring of the development programmes of the institute.

The Principal as the chairman of the board, includes six internal members and at least two external experts. Apart from the principal, the administrative officer, two deans/senior professors, two heads of the department and two senior associate professors form part of the body. The powers and functions are prescribed by the bye-laws. They have the right to advice the general body and the academic council on any matter, which it considered necessary for the fulfillment of the objectives of the institute. The recommendations of the IDMC shall be placed before the governing body for consideration and approval. Proposals relating to academic matters may be processed through the academic affairs committee. This exercise exposes the strengths and challenges of each of the personnel to draw a potential plan, giving the management an insight for the distribution of responsibilities. The Principal appoints conveners for various institutional committees with the approval of the governing body, and further nominates the members of committees in consultation with the respective conveners based on the inputs and outcome of the reviews. Guidelines defining the roles and responsibilities of the committees are notified and the committees prepare action plans and submit to the principal for approval. The committees carry out the activities and at the end of the academic year the conveners submit the reports of the work done to the head of the

institution. All these activities are then evaluated by the IDMC. The faculties are then informed of their duties and responsibilities by the head of the institution in the scheduled staff meetings and departmental briefings. The administrative staff responsible is also given an action plan along with the roles and responsibilities.

The department which forms the fundamental building block of the Institute by and large the decision making role is that of the faculty. This form of decentralized functioning mechanism, empowers thedepartments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions at the local level. The policies in these cases are well defined by the College authorities including the Managing Committee and Principal. The representation of faculties in almost all the committees of the institute is very evident at SITS. However, simultaneously, there are sufficient checks and balances in-built in the system to help these decisions to be made with caution.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

1. To achieve recognition as a high quality academic institution for technical education in the state of Telangana in India and eventually at the global level, the strategies include expanding the Post-graduate program as a major part of educational offering, to continually review and innovate in the structure of the course, to recruit, develop and motivate high caliber diverse faculty and achieve Standard accreditation for all eligible PG courses.

2. To be recognized as a Centre for creative solutions for technological problems and to develop latent, relevant and new technologies for India, the strategies give emphasis on stepping -up in-house R & D efforts and also to enter into collaborations with institutions and industry. To set up Centre for Creative Work involving select groups of students and teachers with

creative skills working in boundless space. To achieve focus on research and training through integrated industry-institute interaction. Promotion of entrepreneurship among students become more of job providers and to set up technology incubation centre to provide initial infra structural support for budding young entrepreneurs.

3. To enable students to acquire technological knowledge that is at once modern and relevant to the needs of the industry. Strategies include providing state-of-the art infrastructure and learning resources, to involve students as partners in the process of deciding what to teach and how to learn. To develop a sense of lifelong learning as a norm and to provide real -world experience in collaboration with industry.

4. To enable students to mature into responsible citizens through integrated character development programmes. Strategies include provision of a well rounded collegiate experience by involving them time and facilities for healthy co-curricular and extracurricular activities, to help students to develop value systems with a balanced mind. To inculcate as sense of environmental responsibilities and sustainable development, to emphasize the need to realize the importance of development of society as a whole as opposed to development of self at others cost.

5. To provide students with equitable and affordable technical education of the highest quality. To provide equal admission opportunities to students from all sections of society. To introduce a generous system of scholarships to bring education within the range of affordability to all and to introduce special handholding measures to the not-so-gifted students requiring additional attention.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/IQAC-PERSPECTIVE-PLAN-2.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc.

The Institution has a very efficient feedback monitoring and redressal system. The system follows a 'bidirectional flow processes in addressing feedbacks, suggestions and redressal actions. They are the "Bottom Up- for Developmental suggestions and the Top-Down- for Monitoring". In the 'bottom-up' approach the information and suggestions are sourced from the stakeholders of the institution namely the students, staff, parents, alumni, industry and the society. The feedback from students and staff are collected in a format, from parents- on parent interaction day and class coordinator committees. Institutional Committees covering Transport, Canteen, Library, Discipline, Web Feedback, Time Table and Faculty Club also contribute. All the feedback and other information are processed by the Institutional Development and Monitoring committee. The information is then passed for deliberation to the Management and the Governing Body. The recommendations and implementation takes a 'top-down' approach where in the Governing Body gives feedback on actions to be taken and is passed down to the various Committees for localized implementation and monitoring to the satisfaction of all the stake holders, so that the environment is conducive for learning.

Decision making Process:

• Secretary of SITS in association with The Principal and Governing Body Members is mainly responsible for development of Objectives, Strategies and Goals of the institution to satisfy the global requirements of stakeholders in a broad manner.

• Principal under the guidance of the Secretary will translate institutional Objectives, Strategies and Goals to the various departments based on their relative specialization; so as to provide its best to empower the students to secure higher education and employment opportunities across world.

• Principal in association with Dean(s) and HODs of various academic and administrative units developObjectives, Strategies, Goals and Budgets to the various departments.

• Faculty-Recruitment will be done as per affiliating university norms. • Faculty Quality-Mix and Cadre Ratio will be decided by the Secretary and Principal and advise the Dean(s) and Heads to explore suitable staff members in that direction. Principal is the Chairman Recruitment and Selection Board for the Institution, where all Dean(s) and Head(s) are members. On the recommendations

of board, Principal finalizes the faculty member(s) to be appointed.

• All appointments made by The Principal will be ratified by The Secretary in the Governing Body.

• It is the responsibility of Departmental Heads and Dean(s) to develop short term Strategies, Goals, Tactics and Budgets to various Academic Programmes and get approved by The Principal.

• HODs in association with faculty members is responsible to develop Course Objectives, Course Outcomes, Course Mapping Matrix, ILOs, Course Files, Evaluation Mechanism,

• The Principal bridges the gaps between the students and management.

• The institute has designed its Organization Structure with various departments and decentralized its administration through its Organizational Chart.

• Most of the times, MBE(Management by Exception) may be followed for execution of various day to day and routine functions of the institution by The Principal through Dean(s) and Heads of the various departments.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.2.2.pdf
Link to Organogram of the institution webpage	https://siddhartha.co.in/org-chart/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

FDPs and Workshops on Pedagogy for newly appointed staff. Senior Faculty Members of the department act as resource persons in the college FDPs/Workshops/Seminars/Conferences/Technical Paper Contests. • Faculty are sent to National and International FDPs/Workshops/Seminars/Conferences/ Short-Term Courses with needy financial assistance which include Registration Fees, Traveling Allowance, Local Conveyance, Lodging and Boarding Expenses within and outside the state. Presentations by the Heads to The Principal and Secretary about the achievements of the departments. • Departmental strategies to further improve the quality of TLP. • Department's academic and R&D plan for forthcoming semesters. • Departments are well-equipped to enhance advanced and self learning modules. • Institute has tie-ups with IUCE Webinars, Online NPTEL Audio Visual lectures. • Financial and Non Financial Motivation/Incentives for Higher qualification and QIP • Financial assistance to the faculty members, interested to get registered to obtain memberships in professional associations. • Financial assistance to the Technical Training Programmes for Technical and Non Teaching Staff members. • Financial and Non Financial Incentives to the faculty members for publishing in national and international journals.Senior Faculty Members Train the Technical Staff in labs periodically for better maintenance of equipment. • Skill development programs such as Soft-Skills and Computer Knowledge on MS Office Tools are organized both for Teaching and Non teaching staff for better documentation and filing. The following are the some of the schemes / benefits offered by the Institution. EPF contribution by Management to all the eligible staff members. • Subsidized transport to needy staff members • Vehicles and Bus Passes to the Runners/Messengers. • Public transport Bus Passes to all drivers.

• Special Allowance to Training and Placement Officers Need Based Financial Assistance to staff • Cell-Phones and Laptops to HODs for better connectivity and networking. • CLs, HPLs, CCL, Medical Leave and Examination Leave as per their eligibility. • Maternity Leave in case of female employees • Special Leave on the occasion of marriage to staff Health Awareness camps within campus and Free Medical Check-ups. • Sports and Cultural activities to staff at the time of annual day celebrations • Fee concession to children of staff members who are studying in GCET. • Financial assistance for higher studies. Canteen facility for students and staff.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.3.1.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

155

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

86

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

196

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Well-Structured Self Appraisal Report form is already in use for assessment of Performance of faculty members.

• At the end of the academic year, the faculty members have to

fill the details of their academic, administrative, R&D and Consultancy activities during their Service in general and last academic year in particular, to assess them for future training, increment and promotion. Appraisal form covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc., and focus on all-round development of faculty members in light of Outcome Based Education and in the interest of stakeholders. Performance appraisal forms are reviewed by Principal and Secretary for betterment of faculty career and to address the stakeholders needs in light of OBE.

• Advise on suitable remedial measures on various academic, administrative and R&D for retention of valuable services of the faculty.

• In inevitable cases, a final recommendation and opinion of HOD will be considered for further action and intimate the same to GB with explanation for such severe action by the institute.

Institutional opinion and final decision will be communicated to the respective faculty member through HODs.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/10/6.3.5.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Governing Body of the college consisting of university and AICTE nominee, management representatives and other industry and academic members preview financial year budget proposals including Income & Expenditure (both recurring and nonrecurring) details. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building infrastructure and other maintenance expenses.

The college has an internal audit system where the utilization of various resources, and the related receipts, bills and vouchers,

supporting documents are verified periodically to ensure proper utilization of the resources.

External Audit Committee verifies the income and expenditure details of the college as per the balance sheet.

Then all the statements are recommended for External Audit.

There will be statutory financial audit by the External Audit Agency who is a qualified Chartered Accountant recognized by ICAI. External Statutory Audit is conducted without the institution's interference.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/6-4-1/
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute's major sources of funding are as follows:

Total fee collected from the students.

Grants received from RD&C services.

Grants received from the sponsoring agency toward Seminars and

Conferences.

SITS Endowment Fund from well wishers and alumni. Revenue generated through consultancy and lending services for examinations. SITS manages its funds through budgets:

As and when, the institution experiences shortage of funds; funds would be generated as a loan from Gowthami Educational Society which is a non-interest bearing fund. Occasionally, institution also raises interest-bearing loans from Bank for smooth functioning of the institution.

The audited income and expenditure statement of academic and administrative activities available in the Institutional Website.

Various steps are being taken by the institute to generate additional funds. The institution organizes seminars and conferences. The expenditure for the conduct of these seminar and conferences is met by the grants received from the sponsoring agencies.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.4.3.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

SITS has evolved and tested an efficient system of maintaining internal quality assurance from within the existing academic and administrative system. The academic quality of the institution can only be ensured when policies, procedures, aims, objectives being clearly spelt out, understood by all and implemented, monitored with appropriate feedback and corrective mechanisms in place. This demands good administrative quality. . The academic quality of the institution is evaluated on the basis of the performance of the students in their examinations covering both the internal and external examinations and also by placement and performance in co-curricular activities within and outside the college. The faculty evaluates the student's academic abilities by way of class quiz, assignments /projects and written tests.

The academically weak students are helped by the teachers during tutorial hours to improve their academic quality also by taking extra classes and providing literature. Head of the Institution through Dean, Academic Affairs and HODs ensures proper delivery of the material and timely completion of course as per syllabus in time. The Academic Affairs committee council in the administrative system looks after the quality education in the institution. Apart from this committee, Advisory Board, Departmental Monitoring Committee, Class Coordinating Committee, HODs Meeetings, the Library Committee, the Finance Committee all contribute to the quality assurance.

The Management of the institute has accepted quite a few of the recommendations of the Institutional Developmental and Monitoring Committee such as :

1. Instituting incentive scheme to staff based on academic performance

2. Preparation of new and updated SITS Manual.

3. A feedback system for stakeholders

4. Road shows for Mini Projects

5. Periodic internal auditing of departments in terms of facilities, procedures, documents and suggestion for corrective action.

All the above recommendations came into existence making the environment more structured and quality oriented. The institution has internalized the best practices in order to improve the functioning of the academic and administrative systems. The insistence on student's participation in academic and administrative matters has improved the quality of the education and administration in the institution. The administration in the institution is maintained by the involvement of the staff at every level.

SITS has an Alumni Association, which regularly meets and interacts with the management. It is the flag bearer of the developments in the institution. The Alumni organizes lectures on personality development, helping in holding interactive sessions to motivate students, influencing industries and other agencies in getting placements for the institution. Each year 15th, December is scheduled for 'Alumni meet'. The functions of quality

assurance are inherently part of the defined roles of Institutional Development and Monitoring Board, and the Academic Affairs Committee of the institution.

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/wp-content/uploads/2021/11/6.5.1-IQAC.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The Internal Quality Assurance Cell conducts academic audit of the department annually. All the Heads of the departments present the activities and achievements of their respective departments in eh Administrative and Academic Audit form which is essentially based on NBA format. Constructive criticism is offered by the audit committee that includes external members also. Based on the recommendations of academic audit, specific measures have been taken by the college to improve teaching, learning and evaluation. They are:

Improvement of library facilities

Organization of seminars and workshops for the faculty and staff to further improve their skills

Staff are encouraged to publish their research work and engage in research activities.

The computer training for the office staff has increased the administrative efficiency of the office.

Quality of classroom instruction, course files, lab experiments and lab manuals, assignments, question papers for internal assessment, tutorial sessions etc.

Maintenance of a teacher's diary to record work done by teachers

Publishing newsletters / magazines etc.

To showcase creative exhibits and the activities of the

departments Subscribing to on-line journals.

Improving extension activities

Optimum utilization of e-journals. More ICT enabled / innovative teaching Conducting Value education classes

Starting short term courses

In addition, college gets the audit by external agency and is ISO 9001-2008 certified institution.

ICTs, a highly reputed Engineering and IT services company also conducted its audit for conducting campus placements in the college.

Continuous review of the teaching takes place in the college by considering the inputs from the students' feedback. These inputs are not only unused to highlight the major drawbacks of the teaching -learning mechanism adopted by the college but also to evaluate the teaching ability of the faculty so that a corrective action can be taken to minimize the deviation from the desired target.

The following institutional mechanisms are in place to continuously review the teaching learning process.

The Internal Quality Assurance Cell:

It is the body that initiates quality measures and reviews the teaching-learning process.

Structure : The IQAC headed by the Principal includes coordinator, external experts, and members from the management, teaching and non-teaching staff, students, alumni and the local community. The college academic committee: It sets the academic framework for each year and meets at least once a month to review and discuss matters. It also monitors the day to day functioning of the College.

Structure:

The college Academic Committee includes the Principal as the Chairperson, Heads of the departments, Deans and senior faculty members (All professors) from the faculty. The methodologies adopted to reviewthe teaching learning process are:

Weekly reports are collected from faculty on the progress made towards the timely completion of syllabus.

Monitoring sessions to provide students with personalized support are regularly held.

Students attendance and Mentor books are observed on a fortnightly basis.

Three separate students' counselors are available for each section, who act as mentor to the students

File Description	Documents
Paste link for additional information	https://siddhartha.co.in/naac/6-5-2/
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://siddhartha.co.in/naac/6-5-3/
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has introduced several measures in gender equity & sensitization in curricular can be seen from the courses introduced by the institution. For example, the Department of Humanities and Sciences offers a course on "Gender Sensitization "where the main objective of the course is to introduce students to information about some key biological aspects of genders and expose students to more egalitarian interactions between females and males.

The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counseling, etc. The institution organized 'Self-defence training' for the girl students of the institution initiated by the SHE TEAM Telangana. Awareness programs like the importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically.

The institution constituted the following committees as per norms laid by University Institution Grievance Redressal Committee, Anti-Ragging, Students' Disciplinary Committee, Women Welfare & SC /ST Students WelfareCommittee, Safety & Disaster Management Committee, and Mentoring Programme care for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs.

The institution provides safety and security facilities for the staff and students such as CCTV surveillance throughout the campus and security staff monitors 24/7throughout the campus and also in hostels (Boys / Girls). Students must wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counselling Centre and a good mentoring system for the students to take care of their academic, emotional, social, and cognitive development. Personal Counselling is provided to the students at different levels. The Institution also provides a Daycare center facility to Staff for their younger children. There are separate washroom facilities for girls and boys. Washrooms are provided with sanitary napkin vending machines for the safe. The

Institution also provides Well Equipped Common Rooms for girls as well as for Boys Separately.

File Description	Documents
Annual gender sensitization action plan	https://siddhartha.co.in/naac/7-1-1/
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://siddhartha.co.in/wp-content/uploads/2021/11/C7.1.1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

SOLID WASTE MANAGEMENT:

SITS Campus is surrounded by lush greenery. The college campus has Mango and Cashew, Teak, and other species of trees. The entire campus is declared as "Non-PlasticZone". Necessary awareness has been created on the campus through Sign Boards. The solid waste generated within the campus is categorized into two. The dry waste and wet waste. The wet waste generated from the kitchen waste/ residential area like College canteen, Hostel canteen) and the dry waste generated both from the Residential area and administrative office such as paper, plastics, and wooden materials, etc is systematically managed properly. The Dry & Wet waste Dustbins are kept inside and outside the offices, residential areas, and on the roadsides of campus. The dry & wet waste so collected in these dustbins. The non-biodegradable waste

taken by S.S. Waste Management services. The dry/wet degradable waste is disposed into the Landfills to produce compost. This compost produced from the waste is used for Gardening on the campus also in a biogas plant.

Efforts for Solid Waste Management include the following:

• Vermi-Composting of garden/organic waste

. • Stopping or limiting the usage of non-biodegradable material like plastic bags.

• Involving professionals, practitioners, researchers, policymakers, concerned citizens, academicians, and NGOs.

• A Bio-Gas Plant is installed in the Chemistry lab for the production of Bio Gas using CowDung and organic waste generated from the college canteen and hostel kitchen.

LIQUID WASTE MANAGEMENT:

Liquid waste generated in the institute is treated in septic tanks and disposed of into soak pits. The institute has implemented the Biodigester technology at some places, which is environment-friendly, maintenancefree, the institute installed a wastewater treatment plant nearby the college canteen where wastewater from the RO plant is treated through the plant and the treated water is used for gardening purposes The future vision of the college is to establish a full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, and also re-design the existing systems to efficiently manage liquid waste. thus, achieving the goal of zero discharge campus.

E-WASTE MANAGEMENT:

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes outdated electronic devices, such as computer systems, servers, monitors, compact discs (CDs), hard discs, printers, scanners, copiers, calculators, fax machines, battery cells, etc. Ewaste is disposed of through vendors.

WASTE RECYCLING SYSTEM:

Bio-Degradable solid waste collected from college canteen, Boys

and Girls Hostels, from Residential area is dumped in the
Vermicompost Unit to make some Organic fertilizer which is used
for Gardening. The institution also installed a Biogas plant near
Chemical Laboratory. Instead of LPG gas in the chemistry lab,
Biogas is used for generating heat where Biogas is produced by
anaerobic digestion or fermentation of biodegradable materials
such as biomass, manure, sewage, municipal waste, green waste,
and plant material and energy crops. This type of biogas
comprises primarily methane and carbon dioxide.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. With great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi,Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. B.R.Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Sardar Vallabhbhai Patel on October 31, institution celebrates Rashtriya Ekta Diwas (pledge is taken by staff and students on National Integration Day) every year. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

The institution organizes two days Youth and Cultural festival. NSS and NCC Units of our college participate in various programs related to social issues organized by other colleges. Also, the Departments of Humanities and Sciences organize a Seminar/ Conferences /talks on theme Interdisciplinary International Conference on „Regional Cooperation, Dimensions and Perspectives, seminar on "Learning Disabilities and Attention Deficit Hyperactivity Disorders titled, Learn - to help them learn", talk on Handling Abusive Relationships? by Dr. Ramesh talk on

"Gandhian Thoughts and Values and its Relevance in Today's Life", talk on The Role of the youth towards Social Responsibility and Social Work' by Mr Manoj kumar, Workshop on "Human Rights?, talk on Women in Gandhian Satyagraha' by Prof. Vidhya Shah, awareness program on "Postal Banking and its Benefits".

Various departments organize field study and tours to visit industries, within India. Faculty and students are exposed to the different cultures. Our institution has National Socio-cultural Exchange Programs.

The future vision of the college is to collaborate with International Institutes to exchange Socio-Cultural programs.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

SITS takes greater opportunity in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our Nation. The College ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1. National Identities Elements: The SITS College has always taken various steps which promote the awareness about various National Identities Elements. The College always gives the first priority is to spreads the message of nation. The College celebrates the Independence Day & Republic Day with great

ceremony. NSS Committee SITS organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals.

2. Fundamental Duties, Directive Principles and Rights of Indian Citizens: The Faculty of various departments, have organized various academic and co-curricular activities for the propagation of the Fundamental Duties, Directive Principles and Rights of the Indian citizens. The students of have enthusiastically participated in various programs like: a. Academic programs like Seminar, Group Discussions, Conferences, Expert talks, etc which have enriched the awareness about Fundamental Duties.

b. Various activities like poster making competition, etc.

c. Organizing Competitions on various contemporary legal issues.

d. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

3. Constitutional Obligations: SITS has organized student centric activities like paper, poster & essay competition etc which have always received massive participation from the students and promoted their awareness about various aspects of Constitutional Obligations.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://siddhartha.co.in/wp-content/uploads/2021/11/7.1.9.pdf
Any other relevant information	https://siddhartha.co.in/wp-content/uploads/2021/11/7.1.9.pdf

| 7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness | A. All of the above |

programmes on Code of Conduct are organized	

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute aims to inculcate values and nationalism in the students by celebrating the national festivals and birth anniversaries of great Indian personalities in the college campus every year. The celebrations include flag-hoisting, Project Exhibitions, Poster Presentations, Walks, Essay Writing, and Elocution. Eminent personalities are invited to motivate staff and students by their inspirational speeches on those days.

Republic Day and Independence Day:

Every year the SITS celebrates Republic Day and Independence Day hoisting the national flag by Chief Guest of the Programme then deliver speech and presents medals and certificates to the NCC cadets for their best performance. On that occasion Some of the students give speech about our Nation. Students and staff salute the flag, then sang the National Anthem.

Gandhi Jayanthi :

Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa on Every October 2nd. The NSS unit organized mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan'.

Teachers Day :

The Institution celebrates Teacher's Day commemorating the

birthday of Dr. Sarvepalli Radha Krishnan, a great teacher on every September 5th. On that day the Institution felicitates eminent personalities from the educational field and Chairman directly presents medal and certificates to the best faculty of that year.

Youth Day:

National Youth Day is celebrated on 12th January on the college campus with the aim of motivating the youth through the way of life and ideas of Swami Vivekananda to generate a positive attitude towards the people to provide them with every knowledge about how to behave in a proper way in the society.

Engineer's day :

The organization celebrates Engineer's Day on 15th September to mark the birth anniversary of Sir Mokshagundam Visvesvaraya by project exhibitions. Different project models are developed and exhibited by the students.

Women's Day:

Lady Advisory Committee organizes Women's Day on 8th March for the girl students and lady staff members in the college and conducts various events and competitions.

National Voters Day:

National Voters Day is celebrated every year on 25th January to spread awareness about the necessity of voting and to encourage young generation towards the voting rights.

International Yoga Day:

International Yoga day is celebrated on 21st June every year in the campus. The sessions include orientation on Yoga, its mental and physical benefits and actual performance of some yoga asanas.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

1.Best Practice : SPEAKERS FORUM GOALS

1.Title of the Practice- SPEAKERS FORUM GOALS

2. The Context: The program has been created to be both educational and entertaining. Students can submit ideas they've come across while reading at the library, which includes over 8000 volumes on various disciplines, as well as information about their clubs' activities and summaries of departmental seminars and conferences. The students do have activities like Group Discussions, debate and quiz to enhance their speaking abilities. If they have any areas of improvement, they should be aware of them so that they can increase their competence levels during the program. These activities also assist the institution in determining the success of programs and making necessary improvements.

3. Objectives of the practice: The SITS Students' Speakers' Forum (SSSF) was established with the goal of teaching students how to talk effectively using the ABC method - A: accuracy, B: brevity, and C: clarity. To help students overcome their stage fright and improve their inter-SITS skill sets. The fluency and vocabulary of their speaking abilities will increase, and their personalities will flourish, giving them greater confidence. Furthermore, it gives them the courage to survive in this competitive society.

4.The Practice: In the first and second semesters, students have an English language and communication skills course in their curriculum that helps them improve their communication skills, allowing them to talk in English without the effect of their

mother tongue. Students in the Interactive Communication Skills actively participate in group discussions, public speaking, debates, and presentations, whereas students for Reading they are taught diverse comprehension tactics to enable them to comprehend a variety of text genres to improve Listening, Speaking, Reading and Writing abilities . These training sessions are held with the goal of improving students' comprehension abilities. Also, make certain that everyone participates to the fullest extent possible. Students are offered group assignments and activities, which promotes active learning. On a cyclic basis, speaker's forum events are held for the departments every Wednesday. The event attracts a large number of students from throughout the department's years. A group of English department faculty members evaluates the students' speaking abilities. Every week, one department is assigned to organise a speaker's forum, in which students deliver speeches to a student audience on a variety of issues. Participants in the Speaker's Forum will get participation certificates in addition to cash and gifts, which they may add to their C.V. The Speakers Forum activities are video recorded and archived in the library as reference material. Students have developed leadership traits, teamwork, communication skills, and improved use of library items as a result of the Speakers' Forum activities. Placement chances are projected to rise as a result of the confidence gained through 'Addressing an Audience.'

5. Obstacles faced if any and strategies adopted to overcome them: The biggest disadvantage of not engaging in such an interactive programme is a student's fear of the English language. It might also be the prior educational medium, which does not enable them to engage consciously. Students are also hesitant to enroll in such programmes because of their inferiority feeling. And other people, even if they are fluent in English, may struggle with presenting. To address such situations, we progressively encourage the students by inspiring them via good classroom teaching. Many students will first be hesitant to engage in the activities. After the initiative's success, students gradually come out to mark their presence. Once the stage anxiety is gone, they get actively involved and learn many things, which improves their skill and personality and prepares them to deal with the numerous situations they will experience in the future. We normally provide a lot of online seminars to encourage students to participate and discover new methods for speaking and presenting concepts. These seminars will be discussed in detail with appropriate examples so that the learner can grasp the material and apply it effectively. Soft-

skills training is also provided during the V and VI semesters, including Quantitative, Logical, Aptitude, Verbal, and Reasoning, to name a few. This assists students in preparation for the recruiting process, as well as admission tests for further education and other competitive assessments. Every week, students are given online materials (online videos) and online examinations to help them study for all of the above-mentioned exams. Aside fromthese capabilities, students are also taught how to participate in group discussions, prepare resumes, and conduct interviews. The CRT (Campus Recruitment Training) programme is for students in their VI and VII semesters along with their academics. This programme covers communication and aptitude skills training.

2.Best Practice: Industry 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 calibre 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 industryinstitute 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 through consulting, a supply of personnel for employment, social relevance, and, most significantly, a brand identity. Faculty will also be exposed to the most up-to-date industrial practises in order to improve their teaching-learning processes. Students benefit from hands-on instruction, while society benefits from higher-quality goods and services. It is vital to have an industrial institute contact to fulfil the demands of the employer and to mould the students according to the requirements of industry.

Objectives of the practice

The IIIC's mission is to foster ongoing collaboration with industry in order to close the 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 the necessary exposure and experience.

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 and industry 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 curriculam

The practice: Beginning in their first semesters, the Institution provides well-structured skill training programmes for students of all areas of B.Tech./M.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 final projects 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 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 organisations. 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.

Obstacles faced if any and strategies adopted to overcome them: Some students, particularly female students, are not sent on industrial visits or internships by their parents because they are afraid of taking their kid away from the college. Parents of students are encouraged to participate in industrial tours and visits by informing them about the importance of industrial awareness and the safety precautions that must be followed. This contributed to an increase in total participation. It is necessary to have laboratories to conduct consultations collected from industry in order to apply this technique. Regular alumni meetings, which assist enhance industry relationships, should be held to maintain interaction with alumni working in various industries. 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 for students 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

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 professors.

Improving the effectiveness of the teaching and learning process.

The applicants' employability skills were improved.

The number of people with technical skills and those who are employable has grown

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.

File Description	Documents
Best practices in the Institutional website	https://siddhartha.co.in/naac/7-2-1/
Any other relevant information	https://siddhartha.co.in/naac/7-2-1/

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Academic Achievement: Our attempts to foster diverse, all-round growth, including organizational and leadership attributes, are rated "outstanding" by our students. In order to redefine academic excellence, SITS management, administration, and faculty members strive for it and go beyond teaching. As the educational system becomes increasingly student-centered, it is the responsibility of each institute to guarantee that proper teaching and learning requirements are met. Students are encouraged to align their standards with industry and social demands as part of this process. At the heart of the rigorously welldefined student-centered system are the following goals: To establish and maintain state-of-the-art teaching facilities to train students in emerging technologies to set up and maintain state-of-the-art laboratories to create department wise with incubation centres to provide training in emerging technologies through "Training and Placement Cell" to empower the student community through "Students Activity Centre" to emerge as a hub for engineering excellence to achieve engineering education that is on par with industry requirements to facilitate state-of-the-art teaching facilities to train students in emerging technologies to set up and maintain state. Students are given

full flexibility to build talents and traits in managing numerous activities of professional bodies such as IEEE, IETE and others, while the institute brings them to a higher level of learning through this style of learning beyond the text book. SITS takes a unique approach by giving students more opportunities to give student seminars, present papers, work on projects, and develop working models, among other stuff. As part of this, students are encouraged to submit papers in a varietyof forums beginning with their first year of B.Tech. Similarly, there are a lot of approaches for other students to organise and participate in seminars both inside and outside of the institution. Every student in a particular academic semester receives at least one chance from the institute. A separate Student Activity Centre, run entirely by students, has been established to guarantee that the institute's objective is accomplished. Co-curricular activities, in addition to the Student Activity Center, play a major role at SITS. As a result, SITS has received several honours for its students at the state, national, and worldwide levels.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

The College IQAC has identified the broad objectives which the Institution should strive to achieve during this period, which are enumerated as under

1. To achieve the Title "College with Potential for Excellence" which is granted as per the norms laid down by JNTUH.
2. To create an enabling environment for holistic development of Students, Faculty and Support Staff
3. To facilitate continuous upgradation and updation of Knowledge & Use of Technology by the Faculty and Students.
4. To create awareness and initiative measures for Protecting and Promoting Environment
5. To encourage and facilitate Research Culture for promoting Research to the students. Faculty is motivated to do the Consultancy project, Incentive for the innovation project guided to the students.
6. Make involvement of the online Mooc courses and learning

courses related to the novel technology.

This Perspective Plan outlines the various initiatives and focus areas to achieve the abovementioned Objectives.

1)INSTITUTION

- To continuously Innovate, Introduce new add on courses and remain relevant to the changing needs of the stakeholders.

- To monitor Quality Assurance and Quality Enhancement activities of the Institution and to obtain ISO Certification, NAAC with good rating, NBA, NIRF good ranking.

- To implement suggestions made in the Academic Audit Report by the Audit Team deputed as internal and external committee members.

2)INFRASTRUCTURE

- To implement the recommendations made by Audit Team which conducted Green Audit & Energy Audit, carried out by the Institution.
- To Implement Structural Repairs to Building and Electrical Repairs, on the basis of Structural Audit, carried out by the Management.
- To provide space and make available Nutricient food in Canteen for Students & Staff Members.
- To provide resources exclusively for use of Technology to provide online course contents, video lectures, etc.

3)ADMINISTRATION

- To automate various Office Administration Processes with the policy of career advancement, Promotions to the faculty and effective use of VMEDULIFE software.
- To make available all Information online on the College web-site relating to Admission, Examinations, Courses, Rules, Committees, Attendance, Activities, Programmes, Seminars, Workshops, Extension Activities & IQAC report.
- Uses of VMEDULIFE software attendance send to the parents and communications with Studenths, to be extended to students of all courses.
- To provide for a doctor on campus for the welfare of staff and students with sufficient medicine facility.

- To support various Staff Benefit and Welfare measures to face the challenge the covid situation.

4)LEARNING RESOURCES

- To upgrade Library Resources to include digital content, this can be accessed by Students and Faculty through online.
- Digital Content in the form of Video Lectures, Study Notes, etc. to be made available on the web-site by course instructor.
- Digitization of Research Papers published by Staff Members and of Papers presented during the Conferences hosted by the College.
- Faculty members shall be encouraged to create blogs to enable students to communicate their doubts, give feedback, suggestions, etc.
- To make available Resources for use by Researchers at the Research Centre by the R& D co-coordinator.

5)LINKAGES

- To facilitate Faculty Exchange Programmes with Other Academic Institutions and International Linkages.
- To facilitate Collaboration with Libraries of Professional Institutions and other Libraries of eminence.
- To facilitate Student Exchange Programmes with Other Academic Institutions in India and International Linkages.

- To enter into MOU's with corporate and Industry Associations to promote academia – Industry Linkages, to enable placements, internship, training, etc
- To enter into collaboration with an Incubator centre for new Ideas to be translated into business ideas.
- To cultivate and strengthen relationship of Alumni with the Institution.

6)FACULTY

- To motivate the faculty provide the incentives for the research based activities.
- To encourage faculty to undertake Consultancy project, funding Project from SERB, DST, etc.
- To encourage faculty to Organize Faculty Improvement Programmes, National and International Conferences to conduct also participates to the higher standards colleges

like IITs, NITs.

7)SOCIAL OBLIGATIONS

- To organize programmes (informal education) on topics of general interest for the benefit of students and society / community.
- To continue to organize Extension Activities for the benefit of the Society and to create awareness on various social issues.
- To continue to provide formal education to needy and deserving students, by providing - fee concessions, fee waiver, book bank facility.