



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL
SCIENCES**

LMD COLONY, THIMMAPUR, KARIMNAGAR

505527

www.scit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES (SCITS) was established with the aim of providing quality higher education on par with international standards. It persistently seeks and adopts innovative methods to improve the quality of higher education on a consistent basis. The campus has a cosmopolitan atmosphere with students from all corners of the globe. Experienced and learned teachers are strongly encouraged to nurture the students. The global standards set at SCITS in the field of teaching and research spur us on in our relentless pursuit of excellence. In fact, it has become a way of life for us. The highly motivated youngsters on the campus are a constant source of pride. Our Memoranda of Understanding with various international universities are our major strength. They provide for an exchange of students and faculty and encourage joint research projects for the mutual benefit of these universities. Many of our students, who pursue their research projects in foreign universities, bring high quality to their work and esteem to India and have done us proud. With steady steps, we continue our march forward. We look forward to meeting you here at SCITS.

Sree Chaitanya Institute of Technological Sciences is an institute which provides quality education in a diverse and multi-cultural environment. It imparts state of the art training to students to make them competent and inspired engineers. The Institute not only celebrates the power of knowledge, cultivates vision and encourages new ideas, but also inculcates human values and builds up awareness about the self as well as the society around us.

Vision

To emerge as an Institution of Excellence to educate, empower students in the fields of Engineering, Management to create solutions that improve the quality of life and sustainability.

Mission

- To deliver high quality Engineering and Management Education by giving prominence to theoretical, practical, experiential and comprehensive learning-teaching with the help of cutting-edge technologies and best in class infrastructure.
- To establish an environment that produce advance knowledge through research and enrich a culture of inquiry, critical thinking, creativity and innovation to address the needs, challenges and issues of the society with best solutions and to ensure its well-being.
- To develop fruitful industry-institution interactive collaborations, curriculums and programs, leading to enhance the competency, leadership and entrepreneurship skill.
- To develop highly professionals through holistic education by focusing on individual growth, discipline, integrity, ethics, compassion, accountability, sustainability and social sensitivity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

There are a ton of exceptional study halls and labs with ICT offices accessible. The employees are skilled, qualified, dedicated, dynamic, and have a strong desire for professional success. experienced. The courses and teaching method are designed to meet the needs of the industry. include lab work based on projects. There are no ragging episodes on the grounds. To ensure quality The IQAC was established for control, ongoing evaluation, and advancement. Students are encouraged to perform participate in NSS-sponsored local area improvement programs. The association similarly offers staff improvement also, master headway programs. Placements are made available to all eligible students. The climate on the Campus is pleasant, intellectually stimulating, and spiritual. In addition, there are work force headway and aptitude overhaul programs available. Connectivity to the internet and computational resources are provided by the institute. Co-curricular and extra-curricular activities are progressed. The establishment concedes understudies with higher qualifying exam scores to guarantee an approved and complete intake. The library has a lot of and has been around for a long time. information archives.

Institutional Weakness

Early-stage behavioral issues are more prevalent in student entrepreneurs because there are fewer of them. between students. Students hailing from country locales as often as possible need good social capacities. Besides, the level of responsibility from ventures towards licenses and imaginative assessment remains low.

Institutional Opportunity

Diverse strategies to increase the pool of qualified students for placements in the workforce. launching new initiatives. maintaining the integration of innovative and productive ICT-based educational strategies. expanding collaborations and partnerships within the industry. establishing resources to guarantee high student success rates. adding cutting-edge technological innovations to laboratories. Students have ample opportunities to work part-time while pursuing their education because the school is located in the bustling metropolitan area. The college will soon become a State University and eventually progress toward becoming a Research University thanks to the implementation of the NEP. Numerous research opportunities are created because the college is well-positioned to provide funding for research projects. In addition, the college has the ability to offer courses that are designed to meet the needs of the job market, which will improve students' employability. The college also has important opportunities to promote research and development and collaborate with industry partners.

Institutional Challenge

It is essential to attract students of high quality in the current state-run landscape of technical education. Equally important is encouraging these students to pursue careers in core industries. However, a significant obstacle exists due to the government's delay in providing scholarships. New methods, strategies, and procedures must be implemented if we are to improve the outcomes for students. Attracting students with strong academic credentials has become increasingly important given the proliferation of engineering institutes. Furthermore, students frequently place an emphasis on tasks related to exams, making holistic

learning difficult. As a result, encouraging students to contribute their skills to industries in need is essential.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A large number of worldwide understudies are served by the foundation, which gives conventional eye to eye and online courses and programs. The syllabus is introduced, improved, and revised with faculty input. during the process of developing and designing the curriculum. Imaginative curricular alterations on the side of the establishment's vision of scholastic greatness are made conceivable by the way of life of scholarly opportunity and flexibility. There are a couple of prominent practices at the organization: - Adherence to the scholarly schedule stringently - Execution of a reservations methodology and awards for monetarily troubled students - Through an assortment of exercises, advancing orientation balance and showing moral standards and social obligation - Carrying out new courses in accordance with JNTUH guidelines - Academic flexibility through the The rules of JNTUH include the availability of elective courses and certificate programs in value-added industries. The academic calendar closely follows the schedule. The instructive arrangement gets valuable analysis from partners, including students, employees, parents, and graduates. Students can contribute a mechanism for providing feedback on course content and topics. The establishment investigates the features of the educational plan to check whether they could be worked on further. The institute investigates the procedure on an ongoing basis. working on the educational program consistently. Community service, environmental stewardship, and other The development of entrepreneurial concepts, creative learning, and language acquisition enrich curriculum.

Teaching-learning and Evaluation

Instructing, learning, and assessment Educators utilize both conventional and state of the art instructing devices. Faculty devise lecture plans and keep weekly records of classroom activities. In addition to taking the Orientation and Refresher courses, teachers can improve their pedagogical skills by utilizing the Department of Education's resources. Students provide feedback to ensure that instruction is student-centered. Understudies who struggle to adapt to classwork are scheduled for medical classes. To increase understudies' participation in this cycle, the majority of educators employ inventive teaching methods, learning the board frameworks, and ICT devices. The institute has qualified and experienced faculty, as required. Faculty members are encouraged to take part in research projects and boost their skills. The Appraisal collaboration is clear. Students are evaluated in a continuous evaluation framework that includes written tests, class courses, and tasks. A space is planned for staff members' weekly schedules to talk with the concerned student in order to concentrate solely on advancing requirements. Also, bunch exercises like fake meetings, bunch conversations, discussions, and practice meetings for cutthroat tests like the GRE, GMAT, and IELTS, among others, are wanted to energize dynamic learning. Course outcomes (CO) exist in all disciplines, which translate into project explicit results (PSO) and program results (PO). When determining whether restorative activity is required, fulfillment levels for the CO, PO, and PSO are determined.

Research, Innovations and Extension

Students are encouraged by their concerned academic supervisors to direct nearby issues-based research situated works, and hands-on work, tasks, project reports, instructive visits, and field visits are important components of the educational program at the UG and PG levels. Exposition topics are frequently selected from recent and significant research. locales to help society. The college has formed partnerships with businesses, educational institutions, and professional organizations to share research facilities and carry out collaborative research. As a result, the college has benefited greatly academically. The layout of exceptional and researchfriendly labs, PC labs for research understudies, language labs, and homerooms with sophisticated education and learning are designed with the intention of introducing new internal parts. Association has made a Climate for progression by setting up an agonizing spot for the trading of data. The Institute makes sincere efforts to impart knowledge through workshops, faculty development programs, international conferences, and other venues. The institution has an Intellectual Property Rights (IPR) cell. Classes and studios on intellectual property rights (IPR) and creative practices in industry and the scholarly community are offered by the foundation. To prevent research misconduct and counterfeiting, the organization has established a general set of principles. Employees are given honor or recognition by the company. Students and staff are encouraged to go to social events, convey books and articles, and lead maintained investigation and progression.

Infrastructure and Learning Resources

Over the span of late years, the association has made basic hypotheses to work on the underpinning of the homeroom and lab, books and journals, and online resources for training, learning, and exploration. The school grounds is under the reconnaissance of CCTV cameras, the affiliation has an upkeep cell with a deliberate approach to the upkeep of the academic, physical, and with an especially organized additional supporting offices. The school has a large computer library that is well-organized and has a lot of books, e-books, and e-journals, a center for browsing, educational videos, and other electronic materials. Utilizing facilitated Library The leaders System programming, the library is automated. huge authoritative office with PCs what's more, web access for all representatives. gigantic extra space in the working environment for records. The English Language Lab exhibits relationship abilities, and a seminar on correspondence abilities is likewise introduced. by the cell for vocation direction and plan. What's more, RITW has a business improvement cell and a bring forth focus to assist understudies with beginning in new and laid out organizations. Studios, thought challenges, instructional courses, also, various activities are held by the two cells. for moving hatching and new associations. For instructive undertakings to find actual success and useful, good groundwork workplaces are fundamental. As a outcome of this, the foundation of the establishment needs to create at a similar rate as scholastic advancements. The grounds' other extremely durable workplaces were worked to work on the climate for scholarly, extracurricular, and official exercises. Plans and regulations for efficient deployment are put into action by the institution. and technology upkeep. The foundation has satisfactory ICT offices and other learning assets for scholarly and administrative goals Both the faculty and the students have access to technology. ability to find information about current and relevant issues. The establishment involves ICTs for an assortment of purposes.

Student Support and Progression

The focus of the institution has always been on students. The institution has been able to concentrate on student mentoring and support due to its residential nature. From the first affirmation period through the program's conclusion, the understudies receive individualized coaching at various levels. A teacher is assigned to each class to guide and instruct the younger students. Hostellers approach their motel specialists at whatever point of

the continually. During their visit, students can take advantage of a variety of emotionally supportive networks and services for information, career and academic guidance, and financial, co-curricular, and extracurricular activities. The academic schedule and handbook provide information about the educational program. Students have access to the Central and departmental libraries for reference materials, internet, and computer services. At the foundation level, the understudies effectively participate in academic and authoritative decisions. The grant section provides information on various financial assistance plans. The Equivalent Open doors Cell gives unique classes to get ready understudies for the NET, SLET, and common help assessments as well as dispersing data about monetary help for SC/ST understudies. The Position Cell sorts applicants for enrollment in grounds. Through the Grievance Committee, an Anti-Ragging Committee, and an Anti-Sexual Harassment Committee, the institution has a clearly defined procedure for resolving student issues. Students of all academic levels participate with fervor and enthusiasm in sports. Personality development programs, spoken classes, and preparation for the IELTS and TOEFL are a few examples of efforts to advance students' overall progress and prepare them for the future.

Governance, Leadership and Management

A clear and effective strategic plan has been developed by the institute to achieve the goals. Quality improvement techniques are arranged and completed with the contribution of all partners by division heads and administrators. A participatory management culture is followed at every level. Both the progressive and granular viewpoints are used to truly execute plans. Ideas from all employees are taken into consideration at the division level for the plan and improvement of educational programs, the process of teaching and learning, the assessment, and everyday organization. Student representatives oversee departmental societies. Delegates from various focus areas and outsiders participate actively in the curricular angles at the staff level. Additionally, employees who are responsible for a few support units, such as libraries, laboratories, and lodgings, collectively participate in organization and decision-making. In order to ensure that the system functions properly, the college has implemented e-governance in admission, administration, and academics. The establishment provides the staff with estimates for government assistance, such as gathering protection, lien office, study leaves, and other similar services. According to the foundation strategy, employees receive financial assistance for attending studios, STTPs, meetings, and other events. The institute believes that the success of the institute is dependent on the quality of its human resources and places an emphasis on employee performance. The Internal Quality Assurance Cell (IQAC) keeps an eye on, evaluates, and reviews academic and administrative procedures in order to guarantee quality.

Institutional Values and Best Practices

Requiring undergraduate students to participate in NCC, NSS, and YRC in order to promote social responsibility. Helps mindfulness programs, blood donation camps, various wellness camps, and socially relevant exercises have been attempted through these associations. A SMS-based, as well as protesting/suggestion encase Grievance Redressal Cell is place. Understudies can send complaints via SMS, which are promptly addressed based on veracity. Moreover, understudies' objections are tended to by crews. Different panels have been formed to resolve various issues in the establishment, including test changes, security, projects, consultancies, buy, hostile to ragging, lewd behavior, cleanliness, and sterilization, to name a few examples. This has been done in order to foster a more inclusive environment. Increased decentralization of governance through the formation of committees. Better management, quicker redress, and quicker decisionmaking are all outcomes of this practice, which has led to a rise in work-from-home projects. The

foundation dedicates a sizeable piece of its financial plan to harmless to the ecosystem rehearses. These include protecting the water supply through a variety of methods, such as water collection, the secure and efficient removal of all produced waste, and the creation and maintenance of green grounds free of single-use plastic. The institute has formed partnerships with a number of businesses to help students learn more, and industry experts are frequently invited to give lectures and lead training sessions. The institute celebrates both Indian national holidays and significant birth and death dates each year. The school maintains complete simplicity in all activities, including financial, academic, managerial, and assistant skills. Showing social commitment in students through innovative projects like Social Headway and Planning Examination, and making undertaking through the Center for Improvement what's more, Business (CIE) are presumably the recommended techniques embraced and completed by the school. We put confidence in giving comparable entryway to all genders and track down an important ways of bringing responsiveness towards direction related issues. A Ladies' Cell (Complaint and Redressal) was established to ensure the health and safety of female employes and students. Women's safety on campus, sexual harassment, and gender inequality are all addressed by the cell.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES
Address	LMD COLONY, THIMMAPUR, KARIMNAGAR
City	KARIMNAGAR
State	Telangana
Pin	505527
Website	www.scit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. Prasad Raju	091-9000993703	9000993703	-	scits.knr@gmail.com
IQAC / CIQA coordinator	Peddi Kishor	091-9676445121	9676445121	-	peddi.kishor@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	LMD COLONY, THIMMAPUR, KARIMNAGAR	Rural	7.8	13586

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electrical And Electronics Engineering,	48	INTERMEDIATE	English	60	32
UG	BTech,Electronics And Communication Engineering,	48	INTERMEDIATE	English	60	60
UG	BTech,Computer Science And Engineering,	48	INTERMEDIATE	English	120	120
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	INTERMEDIATE	English	60	60
UG	BTech,Artificial Intelligence And Machine Learning,	48	INTERMEDIATE	English	60	60
PG	MBA,Mba,	24	DEGREE	English	180	180

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				34				76			
Recruited	3	0	0	3	26	8	0	34	34	41	0	75
Yet to Recruit	0				0				1			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						43
Recruited	28		15		0	43
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	14	7	0	21
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	11	1	0	1	0	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	15	7	0	33	41	0	96
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	748	0	0	0	748
	Female	701	0	0	0	701
	Others	0	0	0	0	0
PG	Male	141	0	0	0	141
	Female	195	0	0	0	195
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	34	35	32	38
	Female	30	28	22	19
	Others	0	0	0	0
ST	Male	18	16	15	16
	Female	10	12	10	10
	Others	0	0	0	0
OBC	Male	80	76	76	61
	Female	72	50	40	50
	Others	0	0	0	0
General	Male	135	113	106	107
	Female	105	90	90	80
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		484	420	391	381

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Our Organization fully supports the Vision of Public Instruction Strategy, which aims to provide high quality education to develop human resources in our country as global citizens. The employees have engaged in a discussion regarding the key principles of the NEP, such as promoting diversity in the curriculum and incorporating technological advancements in teaching and learning. Additionally, the institute, affiliated with Jawaharlal Nehru Technological University Hyderabad, has revamped its academic programs to include multidisciplinary and interdisciplinary courses as electives. These electives have been offered to students since the fall of 2017. To foster holistic intellectual development among students, a cross-disciplinary curriculum has been proposed, allowing students to choose their preferred options from a range of programs offered by the institute. The institute follows a Choice Based Credit System (CBCS) for all its courses, which also cover subjects like professional ethics, environmental studies, management principles, project management, and other values- and environment-based topics. All programs are designed to provide students with maximum flexibility in selecting elective courses offered by different divisions and through MOOCs on SWAYAM. It can be said that the institute is actively working towards implementing the ideas outlined in the NEP Rules.</p>
2. Academic bank of credits (ABC):	<p>The college adheres to the Choice Based Credit System (CBCS), which was developed by JNTUH. This system includes Professional Elective and Open Elective courses in the curriculum to provide a multidisciplinary approach to engineering problem solving. It is in effect beginning with the 2016–17 academic year. Understudies are given the choice to select open elective and professional elective subjects in conjunction with NPTEL Courses (MOOCs) that include at least two months of instruction, reflects in the framework based on credit-based system. The following is the university's definition of the Assessment Structure: Inside Evaluation: Theory Courses: There are two theory course mid tests, each worth 25 semester points. Descriptive writing earns 10 points, objective writing earns 10 points, and assignment submission earns 5 points. The average of the two MID tests is used to calculate the final checks. Courses with a Function - The single tests</p>

	<p>outlined in the prospectus serve as the basis for the daily assessment, which is carried out for 15 marks. Toward the finish of the semester, there is a 10-point inward test. The final internal assessment points, which total 25, are determined by the university's guidelines. The students complete two specific projects—a small project and a large one—as part of their project work. To evaluate the project's progress, a Project Review Committee (PRC) is established with an internal assistant, a project organizer, and the head of the division. There are 50 marks for industry arranged little endeavor and 100 marks are given out for big projects by the head of the division, the assistant, and the college appointed outside analyst. For 100 marks, a comprehensive viva-voce and a specialized workshop show were led. Project marks are given based on the subject, relevance, project plan and execution, and report, participation, and essential thinking skills</p> <p>Discussions in groups: As a result, students become actively engaged in and discuss current issues in order to evaluate the benefits and drawbacks of the policies.</p> <p>Discussions in groups: As a result, students become actively engaged in and discuss current issues.</p> <p>Quiz: The staff conducts specialized tests on their recently covered subject to evaluate and revise the concepts.</p> <p>Case Studies: Teaching with the assistance of various contextual investigations will enable students to more easily address real-world problems.</p> <p>Tasks: Giving errands to the students will work on the unequivocal thinking of students and moreover help them with learning entire course fulfilled.</p> <p>Intelligent Courses: Each group in a class will plan and present a new examination innovation or theme during their show.</p> <p>Conferences, workshops, seminars, and guest lectures: Workshops, seminars, and conferences are held on a regular basis to increase research potential and knowledge and to facilitate ideas exchange with experts on a common platform.</p> <p>Working Models/Demos: In the research centers, a straightforward demonstration is shown to illustrate the fundamental standards.</p>
3. Skill development:	<p>An individual's capacity to perform exercises connected with their occupation can be further developed through methodical and continuous expertise improvement. Teamwork, communication, critical thinking, networking, working under</p>

pressure, and willingness to learn are all skills that can be learned, practiced, and internalized for use in the workplace. A skill and capacity that has been developed through deliberate, methodical, and ongoing efforts to smoothly and flexibly carry out complex tasks or job functions that involve concepts like these. It is widely accepted that skill development is necessary for productive employment. High productivity, inclusive economic growth, poverty reduction, economic diversification, and structural change are all aided by it. As a result, a workforce that is more adaptable and skilled is required, which may encourage investment from domestic and foreign sources. Interfacing skills headway to greater guidance and business, advancement and improvement methods and systems is central to ensure significance, procedure awareness, coordination and game plan. Enhancement of skills for employment in an Abilities advancement is generally used to refer to the useful abilities obtained through all levels of learning and preparation in a school system that provides amazing opportunities for deep learning. Settings that are hands-on, casual, and formal. A good deep-rooted learning framework and a stable learning environments are two important factors in achieving these capabilities. The following are examples of the skills required by businesses:

- Skills that are fundamental and foundational and are acquired through learning processes like active learning, literacy, active listening, oral expression, reading comprehension, written expression, and so on. These are prerequisites for acquiring additional skills, increasing the likelihood of finding work.
- Transferable abilities, such as the capacity to learn and adapt, solve problems, communicate ideas effectively, think critically and creatively, and handle oneself and others. People can use these skills to adapt to different workplaces and improve their opportunities for vocation development.
- Technical and vocational skills, which are the specialized abilities, knowledge, or expertise required to complete particular tasks, typically in a professional setting. Master and individual capacities, including individual credits appropriate to work like reliability, uprightness, steadfastness, diligent disposition, and judgment. For working on the nature of learning and preparing exercises, association with the workplace

	<p>environment is also essential. Moved along As a result, quality increases the appeal of skills training programs. One strategy for making businesses more effectively associated with skill development and value enhancement is apprenticeship preparation. Accreditation, validation, and recognition mechanisms for skills are important for expanding the delivery capacity. A framework like this should take into account a variety of ways to expand learning and preparation as well as to make the workforce portable. In addition, these components for effective acknowledgment, approval, and authorization ought to be developed with the active interest of entertainers in the employment market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To inspire and focus on teaching Indian language, culture, and online courses, coordination of the Indian information framework is crucial. Our faculty have received motivational training by participating in orientation courses and faculty development programs, particularly those that focus on the Indian knowledge system. A couple of assets are at this point helped care through UGC drove staff progression programs and by participating in gatherings, studios, and studio.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES employs outcome-based education in a student-centered learning model to assist teachers in planning course delivery and assessment with the end goal in mind by identifying curriculum gaps and adding values to fill them. Our college has utilized the OBE system ever since its inception. Through centered approach planning and organization, SCITS OBE has been modified and organized. A good teaching Learning framework is with SCITS. Traditional OBE are achieved on the JNTUH curriculum through effective goal and outcome measurement. The Bloom's taxonomy of course objectives, program-specific outcomes, program outcomes, course outcomes, and knowledge attainment served as the foundation for our design. It is necessary to develop program outcomes specific to a particular domain. Slow learners are supported and motivated by taxonomies that are simple to remember and comprehend. In addition, SCITS employs innovative teaching methods to motivate students to learn, such as the flipped study hall, think-pair-share, exhibit, CDIO, undertaking exhibition, and model</p>

	<p>plan, by providing Q&A and worked-on unit-specific learning materials. Based on the student's future employment, higher education, or entrepreneurial endeavors after graduation, SCITS focuses on Transition OBE. At SCITS, students are prepared, supported, and changed to achieve through preparation and mindfulness. Our Vision, Mission is illustrated with the ultimate objective that they quantifiable, fitting, reasonable, time bound and achievable. The requirements of partners-students, guardians, businesses, society, and staff-determine the SCITS Program. Learning result is inspected around the completion of the course and consistent improvement done. the significance of reorganizing our curriculum in a way that makes SCITS graduates more employable and knowledgeable. SCITS OBE is a student-centered model that focuses on evaluating student performance based on results and incorporates knowledge, skills, and perspectives. Change OBE concentration at SCITS and reduce the number of understudies by considering them as potential residents. by bestowing morality, quality, and devotion upon them. SCITS have successfully implemented and maintained OBE in its entirety.</p>
6. Distance education/online education:	<p>The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES is affiliated to Jawaharlal Nehru Technical University Hyderabad. We do not have any distance or online software engineers because we are affiliated with an institute. In any case, our organization constantly encourages resources to adopt novel teaching philosophies distinct from conventional methods. In addition to WhatsApp, Gmail, and Google Forms for note sharing and quiz practice, we have access to Microsoft Teams, Google Classrooms, Zoom calls, working models, and video lectures for teaching. Understudies typically advance in the establishment to participate in group discussions, classes, tests, intuitive meetings, and project-based learning to improve their decisive reasoning. Online education has become increasingly popular recently due to the Coronavirus pandemic. This has disrupted traditional in-person education and forced some students and educators to attend online platforms. Understudies can learn through online instruction. continue with their tutoring without having to really go to classes close by. We have completely prepared advanced</p>

study halls with high internet connections for each office, allowing resources to effortlessly transfer addresses. Students can access course materials and attend classes from any location at any time as long as they have an internet connection.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with the following office bearers. 1. Dr. P. Veerender, ELC Coordinator 2. Dr. M. Sampath Kumar, ELC Additional Coordinator 3. A. KOVIDA, B.Tech Final Year Student, Final Year Student Representative 4. B. AJAY KUMAR, B.Tech Final Year Student, Final Year Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities done by the ELC of SCITS. 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. To develop a culture of electoral participation and maximize the informed and ethical voting.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>The students above 18 years who are to be enrolled as</p>

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other programmes which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1582	1518	1401	1317	1151

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 193

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	102	101	103	101

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
290.41	201.52	110.32	195.65	102.65

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES (SCITS) is affiliated with Jawaharlal Nehru Technological University Hyderabad(JNTUH). Curriculum and syllabi framed by University are being followed by all programs.

College Academic Calendar: In addition to the JNTUH Academic Calendar, Curriculum, CoCurriculum, and Extra-Curriculum activities are incorporated into the college Academic Calendar for effective Curriculum delivery and Outcome-based Education (OBE).

Departmental Academic Calendar: It includes Departmental activities, Workshops, Guest Lectures, Seminars, Field visits, Project Reviews, Parent Teacher Meetings, Campus Recruitment Training, Skill development Programs, Alumni Meet, Add-on programs, Co-curricular/extra-curricular activities for student enrichment.

Induction Program: Induction Program is conducted to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and selfexploration.

Quality of Classroom Teaching: Students are provided with material and experiences to reflect upon. The teacher educator employs an 'eliciting' stance rather than an 'informing' stance. It is based on content delivery, interaction, discussion, examples, applications, and usage of modern ICT tools and projects.

Summer/Winter internship: In our Institution, we provide internships under two categories i.e. Summer Internships and Winter Internships. The main focus is to help the student's harness skills.

Course file: It contains course Objectives, syllabus, COs, POs Lesson plans, Notes, Assignments, Assessment details, Topics beyond the syllabus, use of ICT, CO-PO mapping, and attainments.

Project-Based Learning (PBL): The institute has taken the wide-ranging decision to implement the concept of Project Based Learning(PBL). With this approach students actively explore real-world problems and challenges and acquire a deeper knowledge.

Tutorial and Remedial Classes: Tutorial and Remedial Classes motivate and help the academically weaker students to realize their weaknesses and help them to improve in academics.

Student-Centric Advanced Teaching Techniques: Teachers are encouraged to impart the curriculum through Student-Centric learning methods such as Presentations, Assignments, Group discussions, Quizzes, Seminars, Projects, Service learning, Knowledge sharing program, Debate, and quiz are organized regularly.

Subject Allocation: HOD Conducts departmental meetings to assign the subjects to the faculties based on their performances, experiences, area of specialization, and previous result analysis of the subject.

Student counseling: Each new student is encouraged to have an advising session with an academic Counsellor. The session includes guidance in selecting an appropriate plan of study, reviewing students' progress on the core curriculum, and providing other appropriate guidance.

IQAC: It plays a vital role in academic planning and monitoring curriculum delivery. Conduct of continuous internal assessment: Question papers are prepared as per bloom's taxonomy level and JNTUH guidelines.

Department Academic Committee moderate question papers. The question paper is descriptive in nature. Two unit tests covering 2 Cos and Assignments covering the remaining Cos are conducted. A schedule is prepared for the smooth conduction of the lab internally.

Project Evaluation: Mini and major projects are guided by internal guides and evaluated with the help of the project review committee. Project reviews are conducted in a well-planned manner.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 126

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 77.76

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1201	1232	1108	971	907

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The Institution strongly believes that addressing crosscutting issues relevant to Human Values, Gender, Professional Ethics, Environment, and Sustainability has a direct impact on achieving the holistic development of the students, staff, and the sustainable development of the nation. The institution supplements the university's Curriculum by imparting special courses like Gender Sensitization, Environmental Studies, Human Values, etc.,

Professional ethics:

Professional ethics is an inevitable standard that should be deeply ingrained in the minds of young students in order to transform them from the heavily contaminated commercial environment to which they are exposed. The students are trained to respect others, be honest, be self-disciplined, hard work, love learning, and appreciation of diversity.

Objectives:

1. Attain skills to develop self-confidence.
2. Build self-awareness and skill to appreciate others.
3. Law and Ethics.
4. Find new ways of thinking and problem-solving.
5. Human resource Management entrepreneurship
6. Organizational Behaviour.

Gender Equality:

The institution has a "Women Grievance Redressal Cell" with one of the senior Women faculty members as convener and other faculties as members. The cell has been constituted to maintain the safety and security of the girls and women of the Institute.

About Women Grievance Redressal Cell (WGRC)

The cell deals with cases/complaints of sexual harassment and any other type of harassment of the female students, teaching, and non-teaching women staff of the Institute. The members will look into the issues, gather the evidence and take the necessary action against the guilty. The cell keeps a keen eye on the entire campus.

Events:

1. Self-defense training program.
2. Women Hygiene Awareness program.

3. International Women’s Day.Human Rights:“Human rights cell” include the right to life and liberty, freedom of opinion and expression, the right to work and education, and many more. Keeping these guidelines in the forefront our institution formed the human rights cell to raise awareness among the students about the concept of human rights and its importance of it in today’s society.

Objectives:

1. Empower and encourage students to exercise their rights and responsibilities to the best of their abilities.
2. Conduct surveys and formulate case studies to help students understand the concept of Human rights.
3. Organizing seminars and workshops to raise awareness about human rights.
4. Our institution has an Anti-ragging Committee which controls ragging and also is a violation of fundamental human values and rights.

Environment and sustainability:

The environmental policies will create exciting new co-curricular and extra-curricular initiatives that motivate students to take the lead in bringing about great change. The green campus programs preserve the environment and ensure a pollution-free, green and clean campus.

Objectives:

1. In the areas of electricity, water, and sanitation, the college is attempting to develop the institution in a self-sustaining manner.
2. To teach students about the importance of the environment and the issues.
3. Within the institution, to preserve natural systems and resources.
4. The importance of ecological balance for sustainable development.
5. The impacts of developmental activities and mitigation measures.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 89.32

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1413

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.78

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
484	420	391	381	406

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	420	420	420	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 92.15

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
244	217	195	194	207

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
279	217	217	217	217

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 13.88

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experimental Learning :

Students work in interdisciplinary domains, understand customer needs and solve real problems. The process of product-based learning is developed from first-year engineering and sustained throughout four years in the entrepreneurial ecosystem.

The objectives are

- Interdisciplinary domains for student's project.
- Curriculum Development in Innovation and Entrepreneurship.
- Prepare Skill-Based Courses.
- To conduct Incubator Programs for their sustainability.

Practical training in the industry i.e., field visits.

Industry-oriented Mini projects.

Internships are provided to the students through MOUs with the industries. Discussing case studies. Major projects on the latest technologies and by using advanced software.

Participative Learning :

The institute provides Campus Recruitment Training for all students from the second year onward for

making them ready for placements.

Students are trained on the latest trends and innovative technologies by organizing workshops, guest lectures, and seminars.

Some techniques are applied to students by assigning the problem in groups, Analysis of Problem, and Applying knowledge to solve the given problem followed by a discussion on the solutions in the group.

Problem-solving methodologies : Student-Centric Problem-solving methods:

These form a unique dimension of the curriculum and assessment at DEI. Some of the methods employed are:

Compulsory, two-term, research projects at the postgraduate level.

Final year projects at the undergraduate level Design Engineering and Theme Development Projects
Product Manufacturing Projects.

Rural Engineering Projects, Seminars, and Tutorials.

DEI encourages social entrepreneurship involving nano enterprises and frugal innovation as a means to provide students with the opportunity to earn while they learn.

The Institute gives Undergraduate Research Awards to meritorious students with an inclination for research in all branches of study. Daily Home Assignments. ICT-enabled tools including online resources for effective teaching-learning process. As a consequence, teachers are combining technology with the traditional mode of instruction to engage students in long-term learning.

Institute uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery of education. The following tools are used by the Institute: All classrooms are enabled with ICT tools.

Seminar Rooms are equipped with all digital facilities. Printers are installed in labs, HOD cabins, and all prominent places. Multifunctional Scanners are available at all prominent places. Online classes through Zoom, Google Meet, Microsoft Team, Cisco-Webex, and Google classroom.

Digital Library resources (DELNET etc.,). Use of ICT by Faculty: PowerPoint Presentations: Faculties are encouraged to use Power-Point Presentations in their teaching by using LCDs and projectors. They are

also equipped with Digital Library and websites to prepare effective presentations.

Video Conferencing: Students are counseled with help of Zoom/Google Meet applications. Online quiz: Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	102	101	103	101

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 19.96

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	21	21	16

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

This process looks at issues related to the assessment of teaching, learning, and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. The institute has an academic calendar that includes a schedule of internal assessments, assignments, and other activities. Academic calendars and timetables are disseminated at the beginning of the semester.

Theory

- Institute conducts 2 unit tests and 2 assignments. Each unit test is conducted after the completion of 2.5 units.
- Question paper and scheme of evaluation are prepared by the faculty and moderated by the department committee to ensure syllabus coverage, and level of revised Bloom's Taxonomy. The answer scripts are evaluated within 2 days of completion of the exam schedule. Finalized internal marks are displayed on the notice board.

Assignment

- An assignment is a piece of (academic) work or task. It provides an opportunity for students to learn, practice and demonstrate they have achieved their learning goals.

· The assignment can focus on a product as output, process, and performance of individual skills. Assignments are given to students well before the Mid-term exams. Students submit assignments by referring to various textbooks and other resources.

Lab

· Labs provide students with first-hand experience with course concepts and the opportunity to explore methods.

· Viva stimulates student thinking.

It's the faculty's responsibility to ensure the safety standards in Labs. At the end of the lab session, an internal assessment is done by the faculty in the prescribed guidelines.

Project

· project work enhances and helps to improve students' cognitive abilities and makes them sharper and more profound over time. Project work essentially accentuates a student's cognitive abilities and makes them better learners.

· Project evaluation and awarding of internal marks are based on problem statements, literature survey, the scope of the project, proposed methodology, and presentation skills.

Technical seminars:

Students choose an innovative technology or the latest topic and explore it. The performance of theseminar is evaluated based on the parameters like literature survey, technical content, presentation skills, and questioning and answering.

External assessment:

It is conducted by the JNTUH.Mechanism to deal with internal/external examination-related grievances.

The general grievances related to internal examinations:

The students approach their respective faculty for the correction in totaling and evaluating marks.· Any variances in aggregate marks, the student can approach HOD, then HOD instructs the internalassessment committee to resolve the issue.

The general grievances related to external examinations:

Any grievance related to external examination, is addressed by the JNTUH.·If a student is having any issues related to external valuation, the student asks for a photocopy ofthe answer script by paying fees prescribed by the university.· University provides a photocopy of the answer script to the students.Students check the answerscript with the concerned faculty and submit and claim for revaluation to the university and the university declares the revaluation result within 60 days.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders.

Website Principal Office

Curriculum /regulations books Classrooms

Department Notice Boards Laboratories

Student Induction Programs Meetings/ Interactions with employers Parent meetings

Faculty meetings Alumni meetings

Placement cell Professional Body meetings Library

While addressing the students, the HODs create awareness of POs, PSOs, and COs. The faculty members, class teachers, mentors, course coordinators, and program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program-specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level and by the end of the program.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Mechanisms followed by the institution to communicate the Outcomes of the Programme, programspecific, and all courses offered by the institution are stated and displayed on the website. The same is communicated to teachers and students well in advance. The college website URL is <https://scit.ac.in/new/>. The course outcomes are reviewed and approved by the Department Advisory Committee and the Head of the Department (CO). According to their association, each course outcome is mapped to the program outcomes and program-specific outcomes. There are three layers of correlations utilized to map COs with POs and PSOs; 1 denotes a low level of correlation, 2 is a medium level, and, 3 is a high level of correlation.

The average relevance of COs mapped to a certain PO/PSO is used to describe a course's contribution to that PO/PSO.

Attainment of program outcomes and course outcomes are evaluated by the institution. Outcome-based education, which concentrates on evaluating student performance by results, has been introduced by SCITS.

Using the approach described below, course outcomes, program outcomes, and program-specific outcomes are computed to assess students' knowledge, abilities, and conduct in order to continuously improve the quality of each course and program. All of the courses course outcomes are primarily outlined using the Bloom taxonomy. Then, correlation matrixes for CO-PO and CO-PSO are set for all of the program courses. Each course outcome has a target attainment level that has been defined.

Assessment Tools used are direct and indirect:

1. Direct Assessment Tools: Assignment: The assignment is a qualitative performance evaluation instrument made to gauge students' knowledge of engineering practices and problem-solving skills. To evaluate students' understanding of the learning objectives connected to the present scenario tool, an analytical rubric was created.

The assignment contributes a total of 5 marks toward the internal evaluation. Multiple-choice questions (MCQ) and a fill-in-the-blanks-based exam system called "objective" offers a simple way to evaluate students' proficiency with a few concise and analytical course elements. The internal evaluation is based on the overall score from this objective exam, which is of 10 marks. The internal descriptive marks are determined by adding together the 10 total marks from this descriptive exam. The assignments, Objective

and Descriptive Exams, and the overall internal assessment are each worth 25 marks.

Exam at the Conclusion of the Semester: The exam at the end of the semester uses a descriptive format to focus more on the achievement of the program and course objectives.

2. Indirect assessment Tools: Survey reports may be easily implemented by embedding them at the end of the course Evaluation form, Alumni survey, and employer survey.

Graduate/Exit Survey: A graduate/exit survey is completed during the program for final-year outgoing students.

Alumni Survey: A survey of graduates is assessed one year after graduation.

Employer Survey: The results of the employer survey are evaluated one year after graduation. Finally, we weigh the average of the 20% indirect assessment and 80% direct assessment when evaluating the course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 80.73

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
303	335	260	284	192

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	416	306	324	236

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - 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 last five years (INR in Lakhs)

Response: 26.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.15	10	2	2	2

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Institution provides a conducive environment for the promotion of the Innovation Ecosystem. All required facilities are provided and Guidance is extended to the students and faculty. Necessary support is provided for Documentation, Publication of Research Papers, and also for obtaining patents. Start-up & Innovation is an entity that develops a business model based on either product innovation or service innovation and makes it scalable, replicable, and self-reliant. Innovations have a strong linkage to the world of start-ups. Great value has always been attached to knowledge and tremendous intellectual effort has gone into maintaining the texts of knowledge. Various processes have been employed in this experience of laws, recovery, and renewal.

Awareness meets, workshops, seminars, and guest lectures are organized through Intellectual Property Rights Cell (IPR). Students are provided opportunities to directly interact with outstanding intellectuals in their field. Product Service Training is provided for creating awareness of trademarks,

technology transfer, and advances in IPR in India. The Institute has established an incubation center, research and development cell, and entrepreneur development cell. To develop and introduce a curriculum on Entrepreneurship Development at various levels, including UG and PG courses of the parent institution and other institutes in the region. To arrange visits to industries for prospective entrepreneurs and extend necessary guidance and escort services to the trainees in obtaining approval and execution of their projects. To provide testing, calibration, quality assurance, design, and other facilities for Entrepreneurs besides expertise in intellectual property rights (IPR), Patents search, etc. To conduct skill development training programs for leading self-employments and startups.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 45

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	13	9	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 4.32

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
394	169	88	121	62

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.61**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
45	23	12	18	19

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Institute encourages the students to participate in extension programs and enriches them with social values and responsibilities. Also encourages the active participation of the students and faculty in serviceoriented programs

The Institute's mission is to flourish as a center of excellence for producing skilled technocrats and dedicated individuals while also cultivating professionals with strong ethics and human values for the benefit of society. Our Institute's National Service Scheme (NSS) cell organizes numerous outreach activities to help the neighborhood community address social issues for the better.

Through events like Swacch Bharat, Harithaharam, water conservation, women's day celebrations, voter's day, and institute-run girl and women safety programs like selfdefense programs, the NSS cell fosters long-term social cohesion.

Through extended activities like camps and activities, the NSS cell keeps its social cohesion. The Organization conducts Blood Gift camps coordinated on different events consistently.

Numerous students, faculty, and locals volunteered to donate blood. They donated the book "Blood Save Life?" to our campaign.

The Harithaharam and Swacch Bharat programs made the school grounds and adjoining towns perfect.

conducted a voter education camp in nearby villages, which resulted in favorable elections.

Awareness campaigns about digital transactions in the villages reduced cash transactions.

Leading wellbeing mindfulness programs consistently, brings about a critical decrease in the spread of

infections.

Students can gain self-assurance, develop leadership abilities, and learn about people from all walks of life by volunteering for various NSS activities.

Participate in the solution-finding process by determining the community's requirements and issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The point of the Foundation is to give the right climate truly, mentally, and socially and to teach ethics in the understudies and staff to turn out to be productive members of society. In addition, the Institute coordinates with extracurricular activities planned for our students' intellectual growth, introducing them to service-based learning. The institution's NSS unit aimed to integrate social service and developmental activities into the regular academic curriculum. The institute received the following awards for its outreach efforts from the government or recognized organizations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 56

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	8	7	11	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 145

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institute provides sufficient amenities as per the norms of AICTE, Jawaharlal Nehru Technological University Hyderabad and Govt. of Telangana. As per the requirement, the management has provided all the required infrastructure and also enhancing it time to time.

The building is constructed in such a way that it is providing Natural lighting, ample air, pollution free and eco-friendly environment to the students for making their academic atmosphere completely organic and enriching their learning experience.

Class Rooms: The institute has 35 class rooms and 10 Tutorial rooms.

All the rooms are spacious and properly ventilated so minimum electricity is consumed by classes as light and air is naturally available. All rooms have sufficient furniture, lights and fans with ICT enabled facilities such as LCD projectors, Wi-Fi and internet connectivity.

Laboratories: The institute has domain centric, well established, full furnished, well ventilated and illuminated laboratories with latest technological equipments according to the rules and regulations of AICTE and University. Keeping the latest technology and curriculum in mind, laboratories are upgraded time to time to dispense the practical knowledge of students for hands on experience.

Seminar Hall: The institute has a common air-conditioned seminar hall for conducting conferences, workshops, seminars, guest lectures and other activities.

Board Room: The institute has an air conditioned round table Board Room with all required facilities with a seating capacity for 30 persons.

Internet and WI-FI: The entire Institute is Wi-Fi enabled and all Desktop systems are connecting through LAN. Wi-Fi/LAN enabled the Internet facilities throughout the campus. This allows students to surf the internet for academic purposes.

Training and Placement Facility: The institution takes pride in its active Training and Placement Cell, led by a proficient, skilled and experienced Placement Officer. Each department has appointed coordinators to collaborate closely with the placement cell to ensure smooth coordination of all activities.

Canteen & Cafeteria: Centralized Canteen is located within the campus to cater to needs of Staff and Students at subsidized rates.

Sports activities (Indoor & Outdoor): The institute is encouraging and providing facilities for students to participate in outdoor and indoor games. An exclusive sports period is scheduled in the weekly time table at different timings so that all the students get opportunity to play games of their choice. The facilities for the outdoor games include a professional Cricket ground, Football ground, Kabaddi, Volleyball, Kho-kho, Throw ball and Badminton Courts. The Indoor Sports complex is available to play games like chess, carom board, table tennis and shuttle badminton.

Yoga club: The institute organizing Yoga classes and camps for the faculty and students periodically by the Yoga experts. The special program is organized on international yoga day i.e on 21st June during every year.

Transportation Facility: The Institution provides transportation facility for both students and staff. There are 20 buses which take care of commutation of about two thousand students from various locations.

Entire campus is under CCTV surveillance and has limited access to outsiders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 9.64

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
29.32	23.65	09.65	13.98	10.20

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library being the heart of an academic and learning system is located in the ground floor and is easily accessible by one and all. The mission of the library is to facilitate creation of new knowledge through acquisition, organization and dissemination of knowledge resources and providing for value added services. It remains open 8 hrs a day (10 am to 6 pm) and maintains a core collection of 23663 Volumes, 4072 titles. Also available 28 technical periodicals National Journals, DELNET, Management Science Online Journals and National/Regional Newspapers. The Librarian manages the transaction based on AICTE and JNTUH standards, of textbooks, reference books, and published journals. Before the start of each semester in each academic year, textbooks and reference books are purchased in accordance with the syllabus needs of each department.

The Library has an advisory committee. The committee suggested library hour allotment for students, for better utilization of the library. The committee also suggested creating a provision for E- learning. Subscription to journals, Periodicals and competitive magazines were the other ideas suggested by the committee. The library is automated with DEL NET, which is web based digital library. It is a special combination of software for libraries. It can operate any windows version and operates locally, without access to the internet. The diversity of the library collection includes Textbooks, Reference books, Book bank, General reading English as well as , Competitive Examination Collection (GATE/UPSC/MPSC/GRE/TOEFL), Back volumes of journals, e-books, e-journals, Project reports, NPTEL video lectures etc. Apart from books on technical subjects related to discipline and courses, it houses books of general interest like management, education, library science, mass communication, computer science etc. To support the research needs of its students, the Library has capacity to accommodate more than 100 readers at a time. The librarian takes care of purchase of Text Books, Reference books and Published Journals as per AICTE & JNTUH norms.

Other requirements of Industrial related books, motivational books and competitive books are also

indented before the commencement of every semester in every academic year. The Librarian then prepares comparative statement based on the quotations received from various publishers for the purchase of books/journals. The library provides various services for students such as issuing of books, journals, back volumes, project reports, photo copying and access to digital library.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute has 420 systems with a connectivity of 500 Mbps bandwidth, providing internet access to students and faculty. The institute has a 24X7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college, & hostel.

The connectivity through a fully networked campus with computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars.

The Principal's Office, Administrative Office, Examination Section, Training and Placement Cell and all Departments are well equipped with computer systems, scanners, printers, reprography machines, Wi-Fi routers with advanced configurations. The computer labs are with internet facility and are respectively installed with licensed software in all departmental labs depending on requirement like MAT Lab, AutoCAD, Turbo C++ which are upgraded to meet the standards as provided in the syllabus and in pursuing of student's need, if any.

Any personal or college data created, transmitted, accessed, and stored on the campus network by users on personally owned devices is subject to the same policies, procedures, guidelines and constraints as data created, transmitted, accessed, and stored through the use of College devices.

Presently considering the need of technology and pursuing the academic curriculum, the institute has upgraded its IT infrastructure such as obtaining of a Server and Firewall, reforming the CRT Monitors to LCD Monitors, build up 1 GB RAMs to 8 GB RAMs, increase of Internet Bandwidth from 100 Mbps to 500 Mbps including installations of Wi-Fi routers in entire campus.

To provide more resources in Teaching and Learning the institute has procured LCD Projectors for classrooms and seminar hall along with Smart Interactive Board. Implementation of Bio-Metric devices for monitoring of Faculty & Staff. The internet centre is protected with safety measures like 24/7 UPS, Generator, Air Conditioners, CCTV's are also inducted throughout the campus in perception of electronic surveillance.

Printer and Scanners available in the campus are increased year after year as per the requirement. Students and staff ID cards are generated digitally. Bulk SMS facility to send important messages to the students and parents.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 3.77

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 420

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 6.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.77	7.86	6.18	12.44	12.5

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 76.14

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1180	1149	1042	1035	900

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 92.58

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1580	1457	1282	1172	961

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 87.48

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
270	286	229	241	176

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
303	335	260	284	192

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 21

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	4	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 last five years

Response: 148

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	21	30	26	42

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 8.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	10	05	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response:

The Institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. Many of them are occupying key positions in many private and public sector undertakings in India and abroad and have brought laurels to the institute. Most of the alumni always contributed their knowledge and helped the institute in different ways. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Objectives, Activities and Contributions of the Alumni association:

To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.

To assist and supporting the efforts of the Institution in obtaining funds for development. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution, to guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society.

To collect, publish and distribute such information may be useful to the alumni and their Alma Mater.

Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.

The Alumni Association has granted free-ship Scholarships, Prizes, Financial assistance, books and stationery to the poor and deserving students, etc. at a personally appropriate level. The Association grants funds to innovative projects to aspiring students and thereby encourages the Research & Development of the institute.

Main objective of the Association is to bridge the gap between the college and alumni. Alumni explain to the juniors and discuss about business and entrepreneurship opportunities. During the interaction alumni have highlighted the importance of current trends in the market and guided the students about the career opportunities in different fields. Alumni who are entrepreneurs have been providing inputs on how to start a new venture and turning them in to job providers. Alumni extend their support for campus placements, summer and winter internships. Talented alumni will likely have a wealth of experience and

skills to share with current students via talks and newsletters.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES was established in 2008 with the setting up of the Sree Chaitanya Institute of Technological Sciences at Thimmapur, Karimnagar. Spread over 41 acres of land in the L.M.D colony area at Thimmapur, Karimnagar, and the institute is affiliated to the Jawaharlal Nehru Technological University, Hyderabad and has obtained the approval of the All India Council of Technical Education (AICTE). LMD colony offers a verdant and peaceful environment, highly conducive to education. The institute's facilities, in addition to its enormous campus, includes spacious lecture halls, laboratories housing the latest training equipment, a well-stocked library, a computer center and facilities for sports and extra-curricular activities. A highly qualified and motivated faculty ensures all support to the student community.

Sree Chaitanya Institute of Technological Sciences is an institute which provides quality education in a diverse and multi-cultural environment. It imparts state of the art training to students to make them competent and inspired engineers. The Institute not only celebrates the power of knowledge, cultivates vision and encourages new ideas, but also inculcates human values and builds up awareness about the self as well as the society around us.

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES (SCITS) was established with the aim of providing quality higher education on par with international standards. It persistently seeks and adopts innovative methods to improve the quality of higher education on a consistent basis. The campus has a cosmopolitan atmosphere with students from all corners of the globe. Experienced and learned teachers are strongly encouraged to nurture the students. The global standards set at SCITS in the field of teaching and research spur us on in our relentless pursuit of excellence. In fact, it has become a way of life for us. The highly motivated youngsters on the campus are a constant source of pride. Our Memoranda of Understanding with various international universities are our major strength. They provide for an exchange of students and faculty and encourage joint research projects for the mutual benefit of these universities. Many of our students, who pursue their research projects in foreign universities, bring high quality to their work and esteem to India and have done us proud. With steady steps, we continue our march forward. We look forward to meeting you here at SCITS.

Sree Chaitanya Institute of Technological Sciences is an institute which provides quality education in a diverse and multi-cultural environment. It imparts state of the art training to students to make them competent and inspired engineers. The Institute not only celebrates the power of knowledge, cultivates vision and encourages new ideas, but also inculcates human values and builds up awareness about the self as well as the society around us.

Our Vision

Emerge as a Globally Respected Group of Educational Institutions, Generating a Superior Brand of Scholars enriching Human Life.

Our Mision

World class Education: Excellence in education, grounded in ethics and critical thinking, for improvement of life.

Cutting edge Research: An innovation ecosystem to extend knowledge and solve critical problems.

Impactful People: Happy, accountable, caring and effective workforce and students.

Rewarding Co-creations: Active collaboration with national & international industries & universities for productivity and economic development.

Service to Society: Service to the region and world through knowledge and compassion.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

SCITS has an organized hierarchy which leads to the sustainable, consistent, and effective involvement of external members in various Committees. The principal the head of the institution along with experts in prominent positions in the hierarchy are responsible for decision-making, and policy framing. The management has always welcomed the views and suggestions expressed by the faculties in taking the institution ahead. The presence of the faculty can be found in all the following Committees

1. Governing body Committee
2. Research and development of cell

3. Finance and Purchase Committee
4. Student training and Placement cell
5. Students Affairs, Welfare & Alumni cell
6. Disciplinary Committee
7. Women Welfare Committee
8. Library Committee
9. Canteen Committee
10. Grievance Redressal Committee
11. Anti-ragging Committee
12. Anti-sexual harassment committee
13. Right to information cell
14. College Academic Committee
15. Transport Committee
16. Sports & Games Committee
17. NSS cell
18. Hostel Committee
19. Social welfare Committee
20. Industry Institute Interaction cell
21. Intellectual Property Rights Cell
22. Public Relations (press, media & publications Committee)
23. Examination/ timetable Committee
24. Entrepreneurship Development Cell
25. Website/ ICT/Self-learning Committee
26. Internal Quality Assurance Committee

27. Professional Societies Committee

28. Renewable Energy Committee

29. Maintenance Committee

30. Anti-Drug Committee

The institution has a number of students and faculty Committees for decentralized management activities/ affairs for better functioning and effective learning of the students. The principal is the institution's top-ranking official, and vice-principal and department heads are next in line to assign duties related to academic and administrative tasks and decentralization and delegation of responsibility to the principal, HODs, committee members, exam branch controller, administration officer and TPO are the foundation of good governance. Service Rules and Recruitment procedures are provided in the Service. The Grievances of the staff are redressed timely to keep their motivation all time for their performance efficiency and satisfaction. The institution has a number of Committees for decentralized management activities for smooth functioning and effective learning for the students. Training and Placement Cell has developed a well-thought policy to make all students undergo training in soft skills and domain areas to get them placed in well-reputed MNCs. Library Committee has framed the policy which would ensure the Institutional Library has all prescribed books relating to all functional areas. Examination Cell has framed a policy for valuation, paper setting, and proper conduction of exams, Malpractices, and results. The Academic Committee prepared the policy regarding the academics of the Institution in line with industrial needs. The Disciplinary Committee framed the policy regarding the anti-ragging to make the campus a Ragging free zone. There are policies pertaining to faculty members' conduct and employment process. Joining and separation policies, maternity benefits policies, leave policies, internet Policies, and Performance Management standards. Students are briefed about these policies during the orientation in the beginning. Thereafter, faculty members remind the students from time to time regarding the importance of adhering to these policies. These policies are communicated to faculty members at regular intervals.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution places a strong emphasis on and believes that an efficient system of performance maximizing each faculty member's contribution and aligning it with the institution's Vision & Mission. It aims at self-improvement in terms of both professional and personal growth for the representative which straightforwardly influences the progress of understudies. The criteria used in the evaluation process are criteria and restrictions that the school must adhere to in order to reap the benefits using it. The selfexamination put together by the workers goes through surveys/assessment, by the IQAC, followed by the Chief, lastly by the Administration. Based on the report, following the reviews, The concerned faculty would receive suggestions for improvement areas. A school situated on the score accomplished in his/her Yearly Exhibition, would be granted yearly augmentations. Another The teaching-learning process and its efficacy are used as an evaluation method for the faculty. The non-teaching staff's regularity, punctuality, and sincerity in service would be used to evaluate them. rendered. The primary considerations include the respective roles and responsibilities staff concerning consistency in participation, and up-degree of capability. The staff's well-being is reflected in the output and selfless contribution to the significant expansion of the Institution. The well-being of our institution's staff is of the utmost importance. government assistance measures taken for instructing and non-showing staff are : Health care coverage, Clinical Leave and Maternity leave for qualified staff individuals, Employees are eligible for Earned Leave; the staff has access to the gym, medical center, and transportation at a FDP, seminar, and TA and DA allowances are provided at a reasonable cost. workshops, teacher education programs, a Provident Fund for employees who are eligible, and Employee receives a discount on tuition for their child because the institution's campus is multicultural, The management ensures that all festivals are celebrated together, providing sponsorships to attend and present papers presented at conferences held abroad and in India. Additionally, there are internet and free Wi-Fi facilities. on the grounds for staff

Instructing and Non-Showing Staff, Club arranges visits, and sports exercises for the workers. Individual cabins and systems are provided to faculty members to help maintain a pleasant atmosphere. On a regular basis, faculty development programs (FDP), skill development classes are designed to help non-teaching staff improve their workplace skills. Automating the a biometric system for attendance and leave. Additionally, the management provides financial support to needy students to fulfill our institution's requirements for higher education. Motivation staff members can also get counseling to help them create a healthy workplace. It's not just builds the balance between fun and serious activities of the worker, however it additionally helps us in expanding efficiency and allows our employees to work efficiently and happily. Ladies Strengthening Cell is laid out for providing spaces where female members can thrive and gain momentum. Simply put, the Institution tries very hard to keep our employees healthy and happy.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 25.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	17	59	59

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 66.42

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
88	86	88	92	87

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	25	25	25

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

As SCITS is a self-financing institution, affiliated with JNTUH, we get the income mainly from tuition fee receipts, as fixed by State Government. The college has a capable finance committee that regularly plans and oversees all of the institution's financial requirements. The Finance Committee meets at least twice a year to examine the accounts and to scrutinize proposals for expenditure. Five members constitute the quorum for the meeting. No expenditure other than that provided in the budget will be incurred by the institution without the approval of the Finance Committee. The expenditure mainly consists of salary payments, laboratory infrastructure & building infrastructures, and maintenance. The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure development. Budget planning and budget reviews are a continuous process that is conducted thrice a year.

The institution conducts internal and external financial audits regularly.

The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching-learning process. Each and every Rupee spent for the development is properly auditable by the chartered accountant(CA). The College has a governing body consisting of university AICTE nominees, management representatives, and other industry and Academic members. Every financial year budget proposals including Income & Expenditure details are submitted by the college to the governing body for their consideration and approval. In the college, there is an internal (Financial Committee) constituted which would examine the budget proposals, receipts, bills, vouchers, and supporting documents for the year. The college budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges, etc.,

and non-recurring expenses like lab equipment purchases, furniture, and other development expenses..

The adequate budget has been allocated towards various Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programmes, and subsidized transport for the entire course.

Internal audit Process:All vouchers are audited by an internal financial committee on a half-yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the committee. The same process is being followed for the last five years.

External:The College has submitted the budget proposals and income & expenditure statements to the Audit Committee for the necessary audit. The external Audit Committee has visited the college for the purpose of verification of income & expenditure details and the committee will authorize the income & expenditure account for that particular financial year.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) of the institution is a cell that continuously monitors the quality practices and ensures all the institutional academic policies. The prime responsibility of IQAC is to initiate, plan and supervise various activities that are obligatory to increase the quality of the education imparted in the college. The role of IQAC in maintaining quality standards in teaching-learning processes and evaluation becomes crucial. The IQAC Cell strategically ensures the quality of teachinglearning practices through stringent initiatives and measures taken such as Faculty SelfAppraisal, FDPs, and Training Programs for Non-Teaching, Workshops on OBE, Setting Quality Bench Marks, Key Performance Indicators, Auditing and Impact Mentoring, and Academic and Administrative Audit. Thus the IQAC monitors the continuous quality improvement of the academic processes.

Key Performance Indicators:

The performance of a department is based on various parameters that play a key role in the assessment of

quality. The assessment for quality improvement is done regularly and a report is generated for all the departments every month, every semester, and every year.

A few Parameters on which the quality is measured are the academic performance of the students, the success rate of the students, academic audits, the number of publications done, and the quality of the journal in which it is published, including the number of faculty awarded PhDs degree in that year, number of funded research projects, total grants received, patents applied and granted.

Setting the quality Bench Marks: The IQAC has initiated a standard for setting performance at two levels viz., the Faculty level and the Department Level. The first benchmark set for the faculty is based on the number of papers published in International Journals, another being Doctorates form a cluster and work together for publications.

Faculty Development Programmes, Workshops, Higher education guidance, Student Innovations, Outcome-based education(OBE), computing CO-PO attainment, and analyzing the impact of the TLP in deriving the outcomes, Increasing the success rate of the students right from the first year. The IQAC monitors and periodically reviews its teaching-learning processes and adopted methodologies/practices through various operations and expected outcomes. .

The roles and responsibilities of the IQAC committee are the same as defined by the NAAC. The institution follows a Choice Based Credit System (CBCS) . The students were given more lab/practice-based courses. In case the COs and POs are not achieved then necessary changes in the teaching methodology to reach the target levels of attainment are made. Attainment of the student learning outcomes was done by measuring the Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs). The IQAC ensures the quality of the attainment levels of the learning outcome through a continuous vigil of the whole process through thorough monitoring of every process at every stage.

The question papers for all the assessments were made qualitatively adopting the knowledge levels as described in Bloom's Taxonomy. Thus, the institution reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through its IQAC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**

4. Participation in NIRF and other recognized rankings**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES was established in 2008 with the setting up of the Sree Chaitanya Institute of Technological Sciences at Thimmapur, Karimnagar. Spread over 41 acres of land in the L.M.D colony area at Thimmapur, Karimnagar, and the institute is affiliated to the Jawaharlal Nehru Technological University, Hyderabad and has obtained the approval of the All India Council of Technical Education (AICTE). LMD colony offers a verdant and peaceful environment, highly conducive to education. The institute's facilities, in addition to its enormous campus, includes spacious lecture halls, laboratories housing the latest training equipment, a well-stocked library, a computer center and facilities for sports and extra-curricular activities. A highly qualified and motivated faculty ensures all support to the student community.

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES (SCITS) was established with the aim of providing quality higher education on par with international standards. It persistently seeks and adopts innovative methods to improve the quality of higher education on a consistent basis. The campus has a cosmopolitan atmosphere with students from all corners of the globe. Experienced and learned teachers are strongly encouraged to nurture the students. The global standards set at SCITS in the field of teaching and research spur us on in our relentless pursuit of excellence. In fact, it has become a way of life for us. The highly motivated youngsters on the campus are a constant source of pride. Our Memoranda of Understanding with various international universities are our major strength.

Our Vision

Emerge as a Globally Respected Group of Educational Institutions, Generating a Superior Brand of Scholars enriching Human Life.

Our Mission

World class Education: Excellence in education, grounded in ethics and critical thinking, for improvement of life.

Cutting edge Research: An innovation ecosystem to extend knowledge and solve critical problems.

Impactful People: Happy, accountable, caring and effective workforce and students.

Rewarding Co-creations: Active collaboration with national & international industries &

universities for productivity and economic development.

Service to Society: Service to the region and world through knowledge and compassion.

Intending to real firm its vision of creating an enlightened productive Civil Society, SCITS initiates a gender audit to assess whether its internal plan,policies,practices,and related support system for gender main streaming are effective. Through the audit,it tries to establish baseline documentation of gender segregated data in one section of its system to bring gender balance tothe campus and society.

THE MAJOR OBJECTIVES OF THIS GENDER AUDIT ARE:

To generate a gender-segregated database of students and staff of the Institution. To identify the gender gaps and challenges.

To execute the policies, rules, and actions of the Institution inpromoting gender equality and equity keeping the needs and interests of all genders. To eliminate gender discrimination in any form including sexual harassment within the Campus premises.

Methodology:

To undertake a comprehensive gender audit a committee isconstitutedcomprisingtheexperiencedexpertfacultiesoftheInstitution and gender experts of the state. Required gender-based information and data were collected through standardized formats from each teaching and administrative department.The result of data analyses has been categorized into three different sections. Section I is about the Student’s profile for UGprograms,and Section II is about the profile of teaching staff.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: E. None of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic improvement of the needy, and setting communal harmony. As our students are from diverse socio-economic spectrums and regions of India, we strive towards academic excellence as well as promoting societal, cultural, linguistic, and regional consciousness and other diversities among the students through various activities as mentioned below:

Cultural Diversity: The institution is a good platform for the student's behavior and personality development. Students are uplifted to participate in cultural clubs and competitions like debate, quizzes, singing, dancing, fashion contest, rangoli, and poster making in order to acquaint them with diverse cultures.

Regional Diversity initiatives: SCITS facilitates the celebration of regional cultural festivals in order to emphasize the importance of respecting different cultures. Its aim is to create an atmosphere to explore different cultures, engage in discussions that bring a new perspective, and celebrate the presence of all identities and experiences.

Linguistic Diversity Initiatives: In SCITS the students and the staff from different religions, regions, and castes work with complete communal harmony. SCITS strongly believes in the service and liberation of all people; irrespective of religion, caste, gender, language, and beliefs. Blood donation camps are conducted on the campus by the NSS volunteers of the college.

Sensitization of students and employees of the institution to the constitutional obligations; values, rights, duties, and responsibilities of citizens.

SCITS sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as responsible citizen. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. The students are motivated and are guided to participate in various NSS activities to improve their professional social skills. The activities encouraged them to, deal with healthrelated problems, cleanliness, Go Green, Lead India, District Level Awareness Session on the Role of Students in Strengthening Democracy and Ethical Voting, right to vote, Youth for Nation Building, Awareness on Domestic Violence and Property Rights and other constitutional franchise of women. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people.

The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, Digital payments, etc., involving students. The affiliating University curriculum is framed with mandatory courses like Professional ethics and human values, the Constitution of India, and Essence of Indian Traditional Knowledge and holds mock parliament sessions, including topics on corruption and NEP policies as a small step to inculcate constitutional obligations among the students. Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment. Ethical Values, rights, duties, and responsibilities of

citizens are some of the topics that are enlisted in Elocution, debates, and class presentation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

The institute's goal is to show its uniqueness to the students. To achieve this, the administration has devised few best practices.

They are,

1. Induction program is made mandatory for all students to understand the need and usefulness of degree level education.
2. Innovative teaching learning process.
3. Students are mentored towards ethics, morals and social responsibility to live with broad understanding on the society.
4. Guidance to higher education in India and abroad
5. Implementation of sustainability measures
6. Students are exposed to National and International community's by advising them to participate in certain conferences through webinar's.
7. Students are guided to do projects that help to spread the technology in to every corner of the society.
8. The Internal Quality Assurance Cell (IQAC) is instrumental in enhancing and assuring the quality of teaching and learning in the Institute.
9. The Institute has been conducting faculty development programs.
10. Stakeholders of the Institute especially students are encouraged to participate in the institute management through their memberships in various committees.

11.Implementation of internal and external academic and administrative audit.

12.Annual self-appraisal for faculty is in practice.

13.Extending the facilities to the community through extension activities.

14.The Institute has active and vibrant Governance and Leadership policies which are pivotal for promoting and upholding the standards and quality of the Institute.

Best Practice-I:

1.Title of the practice: Activity-Based-Learning(ABL) :

Activity-Based-Learning is an approach where the learner plays an active role in his/her learning through participation, experimentation and exploration. It is becoming an urge for modern day's learner centric, OBE system.

Objectives

To enhance the learning skill of the students and to impart a deeper understanding of the course. To make the students to understand the course content through application oriented projects. ABL encourages the students in teamwork where communication, collaboration and interaction skill play as an important role. It explores real time applications and challenges to understand the latest technologies that are practiced in the industries /field that is related to the course. To impart skill to address the real time problems by adopting a systematic approach and to derive realistic solution.

Strategies for ABL:

Team work and knowledge sharing increase communication amongst team members. Task given to the students must required varying knowledge so that students are bound to communicate amongst themselves. After sharing of knowledge they can conclude and take decision from their team. They also need to communicate with faculty to solve critical problems.

Best Practiccec - II Title of the practice: Mentorship and Motivation of Students

1.Objective:

The objectives of the practice followed by the institute are

Assisting students in navigating their academic journey, understanding course requirements, and developing effective study habits to excel in their engineering curriculum.

Helping students explore career options, identify their interests and strengths, and make informed decisions about their future career paths within the engineering field.

Supporting students in acquiring essential skills and competencies required for success in the engineering profession, such as communication, teamwork, problem-solving, and leadership skills.

Providing individualized mentorship tailored to students' needs, challenges, and aspirations, and offering encouragement, motivation, and advice to help them overcome obstacles and reach their full potential.

Cultivating a supportive and nurturing environment where students feel valued, empowered, and inspired to pursue their goals, while fostering a sense of belonging and community within the engineering college.

Students are taught about emerging technologies and innovations through workshops, guest lectures, and seminars given by academicians from both inside and outside the school, as well as through trips to businesses.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES was established in 2008 with the setting up of the Sree Chaitanya Institute of Technological Sciences at Thimmapur, Karimnagar. Spread over 41 acres of land in the L.M.D colony area at Thimmapur, Karimnagar, and the institute is affiliated to the Jawaharlal Nehru Technological University, Hyderabad and has obtained the approval of the All India Council of Technical Education (AICTE). LMD colony offers a verdant and peaceful environment, highly conducive to education. The institute's facilities, in addition to its enormous campus, includes spacious lecture halls, laboratories housing the latest training equipment, a well-stocked library, a computer center and facilities for sports and extra-curricular activities. A highly qualified and motivated faculty ensures all support to the student community.

Sree Chaitanya Institute of Technological Sciences is an institute which provides quality education in a diverse and multi-cultural environment. It imparts state of the art training to students to make them competent and inspired engineers. The Institute not only celebrates the power of knowledge, cultivates vision and encourages new ideas, but also inculcates human values and builds up awareness about the self as well as the society around us.

The SREE CHAITANYA INSTITUTE OF TECHNOLOGICAL SCIENCES (SCITS) was established with the aim of providing quality higher education on par with international standards. It persistently seeks and adopts innovative methods to improve the quality of higher education on a consistent basis. The campus has a cosmopolitan atmosphere with students from all corners of the globe. Experienced and

learned teachers are strongly encouraged to nurture the students. The global standards set at SCITS in the field of teaching and research spur us on in our relentless pursuit of excellence. In fact, it has become a way of life for us. The highly motivated youngsters on the campus are a constant source of pride. Our Memoranda of Understanding with various international universities are our major strength. They provide for an exchange of students and faculty and encourage joint research projects for the mutual benefit of these universities. Many of our students, who pursue their research projects in foreign universities, bring high quality to their work and esteem to India and have done us proud. With steady steps, we continue our march forward. We look forward to meeting you here at SCITS.

Sree Chaitanya Institute of Technological Sciences is an institute which provides quality education in a diverse and multi-cultural environment. It imparts state of the art training to students to make them competent and inspired engineers. The Institute not only celebrates the power of knowledge, cultivates vision and encourages new ideas, but also inculcates human values and builds up awareness about the self as well as the society around us.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The foundation has a good structure with cutting-edge study halls and research centers. The grounds have a clean climate and are located close to the city of Karimnagar. to produce experts who are ready for the job market through training in delicate skills and character development. To give structures, resources, and significant entryways for relentless improvement. to encourage students to participate in extracurricular and cocurricular activities. to direct a CareerVision program so that students can make the right career choice. organizing with business, academic, and exploration institutions. to develop a green climate and advance it. a credit system that is based on choices to teach values. strong connection between academia and industry. The Telangana State Government has begun the "Haritha-Haram" and we have been doing the Farm Program on the grounds other than in the abutting towns. Through the excellent Teaching-Learning process and innovative examination culture, the organization offers excellent administration training to students. In addition, SCITS provides freeships to highly regarded and financially disadvantaged students in order to achieve their objectives.

Concluding Remarks :

The institute's ongoing collaboration with industry and academia has led to the development of its programs. In particular, its significance and suitability in the current context of globalization and conflict are significant. SCITS is a novel experience for understudies due to its emphasis on functional and test realization. In order to enable students to successfully introduce and convey in their professional careers, special attention is paid to providing them with the necessary skills. This is how personality development programs are set up, and they include group discussions, case studies, English language, technical, aptitude, and reasoning tests. Additionally, there is a distinct Preparation and Position Cell at the school. In addition, the Phone arranges ground meets and investigates alternative routes for the situations of the previous year's students, guiding and assisting them in obtaining positions comparable to their accomplishments. Academic significance is reflected in plans in the corporate and planning region. Our students' performance in ground interviews has always been outstanding. The SCITS assists the improvement of graduates with interesting balances between specialized and interpersonal skills. The institution places a greater emphasis on demonstrating instructional methods for compelling transfer to students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>396</td> <td>171</td> <td>88</td> <td>121</td> <td>62</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>394</td> <td>169</td> <td>88</td> <td>121</td> <td>62</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the Publication with ISSN number only.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	396	171	88	121	62	2022-23	2021-22	2020-21	2019-20	2018-19	394	169	88	121	62
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2022-23	2021-22	2020-21	2019-20	2018-19																	
394	169	88	121	62																	
3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>9</td> <td>7</td> <td>13</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>8</td> <td>7</td> <td>11</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	9	7	13	11	2022-23	2021-22	2020-21	2019-20	2018-19	19	8	7	11	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	9	7	13	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	8	7	11	11																	

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has Exclude National festivals, Days celebrations like Yoga Day, Women's day etc.,

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56.64	38.1	13.18	20.44	22.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.32	23.65	09.65	13.98	10.20

Remark : DVV has made the changes as per shared audit report.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72.49	49.09	15.34	23.88	28.68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19.77	7.86	6.18	12.44	12.5

Remark : DVV has made the changes as per shared report of Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities).

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
288	315	229	257	185

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
270	286	229	241	176

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
303	335	260	284	192

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
303	335	260	284	192

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has removed the duplicate names.

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 last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	62	58	48	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	21	30	26	42

Remark : DVV has made the changes as per excluded appreciation and participation.

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	12	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	10	05	10

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. DVV has considered the multiple activities which on closer dates consider as 1 only.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	59	59	59	59

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	17	59	59

Remark : DVV has excluded repeated counts.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	86	88	92	87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

88	86	88	92	87
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	25	25	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	25	25	25	25

Remark : DVV has made the changes as per excluded less than 5 days FDP's.

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded. Internal Audit done by the same HEI are not to be considered as per SOP</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>392.8</td> <td>254</td> <td>126.9</td> <td>214</td> <td>188.9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>290.41</td> <td>201.52</td> <td>110.32</td> <td>195.65</td> <td>102.65</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	392.8	254	126.9	214	188.9	2022-23	2021-22	2020-21	2019-20	2018-19	290.41	201.52	110.32	195.65	102.65
2022-23	2021-22	2020-21	2019-20	2018-19																	
392.8	254	126.9	214	188.9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
290.41	201.52	110.32	195.65	102.65																	