

IQAC- SATYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Qualitative Metrics

Criteria2: Teaching-Learning and Evaluation

Key Indicator 2.6: Student Performance and Learning Outcome

2.6.1	Programme and course outcomes for all programmes offered by the Institution are stated and displayed on website and communicated to teachers and students.
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Under the affiliation to JNTU_GV, the COs are defined in the syllabi and also published in Academic regulations, Curriculum book, and departmental website. It is made accessible to all stakeholders of the program through education, faculty workshops, student awareness workshops, and student induction program and faculty meetings.

The program outcomes and program specific outcomes are achieved through a curriculum that offers a number of courses. Every department has clearly defined Program Specific Outcomes (PSOs) and Course Outcomes (COs). They have been articulated by taking inputs and suggestions from every stakeholder and are nicely stated and displayed on notice boards and discussed in the classrooms as well as available on website along with them printed in their laboratory manuals.

Also COs are available in course files maintained by every faculty. The PO and PSOs are aligned with institute's vision and mission statement. Each CO is linked to one of the Program Outcomes and a set of performance criteria that are used to provide quantitative measurement of how well COs are achieved. The COs is thus directly and quantitatively assessed, and is tied to the program outcomes and program specific outcomes.

Program Outcomes

After completing the B.Tech in Engineering Program at SITAM, a successful student will be able to

1. Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

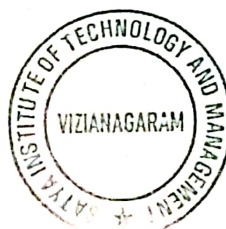
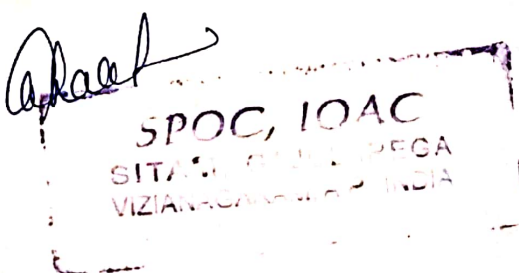
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IQAC



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2. Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
5. Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
6. Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
7. Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
9. Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
11. Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
12. Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.




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