SITAM believes in continuous, persistent learning in small incremental knowledge-packs at properly predesigned intervals. Since the content of the course is already developed and is given to the institute by JNTUK in the form of Program Outcomes(POs), Course Structure, Course Content, Course Outcomes(COs), and regulations, the responsibly of the institute is to ensure curriculum delivery and realization of specified out comes.

CO progress is meticulously planned, delivered, and closely monitored to ensure that the curriculum delivery goes in a smooth, seamless manner. The three aspects of (i) Planning, (ii) Content delivery, and (iii) Monitoring are briefly highlighted below.

**PLANNING** for the course teaching at SITAM begins at least one month before the beginning of the Academic Semester.

* Subject allotment is made through a transparent, logical and structured way to ensure that Teacher-class-subject-interest compatibility is achieved in an optimum level.
* Once the subject allotment is done ,each teacher shall prepare a lesson plan listing the
* Sequence of topics
* Text books to refer with page numbers
* Additional resources
* Tutorials at proper places
* Competitive exam problems
* The teacher prepares lesson notes, problems to be solved, competitive exams' problems, tutorial sheets, and presentation slides required as the case may be for about first ten classes
* The teacher then summarizes these to the teachers in the department in about Thirty minutes to ensure that everything is in order.
* Where possible, the teacher is encouraged to prepare video content for next two classes in advance so that students attend the classes well prepared.
* Appropriately designed on line quizzes are also prepared by the teacher in advance to the given to the class at appropriate course-instances.
* As for as possible, subject- teacher pair is changed once in three to four years to see that the subject does not become “stale” to the teacher.

**CONTENT DELIVERY** forms core activity of teacher science the teacher needs to ensure that students with different backgrounds and capabilities attain the CO to satisfactory level. Certain standard practices are encouraged to make the classes lively:

* One-minute summary of previous class by one student followed by one- minute summary by the teacher at the beginning of class ensure continuity and churns the interest of class
* Teachers are encouraged to break the classes’ duration in to alternate presentation teaching 17 minute duration and spend intervening time for discussions. This is done since span of attention in listening is 17 minutes
* Active Cooperative Learning (ACL) is encouraged as much as possible in all Theory/Laboratory courses to reinforce experiential learning
* TEDX shows are used extensively to motivate and judge students towards mastery of life skills. At the beginning of each semester about 15 TADX shows are chosen(form you tube) And these are shown to students
* Assignments are chosen very carefully and are given at regular intervals to challenge the students.

At SITAM, teachers are encouraged to use all methods of student engagement: presentations, videos, working models; simulations and chalk-talk are possible modes of knowledge-transfer and knowledge-ignition.

**MONITORING** is an integral part of educational process with sole objective of detecting digressing or unintentional errant learning trajectories and correcting them at an early stage . To accomplish this, the following practices are employed at SITAM.

1. Course Track Register (CTR) is used to record the pace at which “syllabus Coverage” is occurring. Every teacher makes an entry after each class to indicate the topic just covered in the class. Head of the department, Principal and the Director peruse this once –in-a-while to monitor the course progress rate.
2. Internal audits are undertaken at periodic intervals to ensure that documentation is proper. These audits are undertaken at departmental level.
3. Student feedback is an essential form of monitoring the academic content, ambience, and the general mood Both Quantitative and Qualitative feedback is taken at SITAM.
4. Meetings of teachers with expert members from premier institutions serve as self –introspection for teachers and give them a direction to follow. Such meetings are arranged at intervals of two/three months.

SITAM is committed to curriculum delivery as per the JNTUK Regulation and also through augmented courses/events which expand the horizon of students’ imagination.

Everyone at SITAM is excited about the academic curriculum development as well as the extracurricular activities which foster certain out comes indirectly

1. Competitions: Events such as Elocution Competitions, Debate competitions, Essay Writing competitions motivate students towards lifelong learning and healthy competition which are essential in once career.
2. Fine Arts: The essence of happy life can be realized through fine-arts events such as Singing, Dancing, and Skits. These activities teach students how to give “space” to others and also fill them with energy.
3. Sports Activities teach students as to how to become a good “team-players”. It is demonstrated that most exuberant “team-players” in work-life are also sportsman of sports in early part of their life. Besides, these sports activities build body as well as mind.

In a nutshell, SITAM wants to build the students' body, mind, and soul towards realization of a better society. That is one unique selling proposition from SITAM.