



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANSKRITHI SCHOOL OF ENGINEERING

**SANSKRITHI SCHOOL OF ENGINEERING, BEEDUPALLI KNOWLEDGE PARK,
BEHIND SRI SATHYA SAI SUPER SPECIALITY HOSPITAL
PRASHANTHIGRAM, PUTTAPARTHI, SRI SATHYA SAI DISTRICT, ANDRA**

PRADESH, INDIA

515134

www.sseptp.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanskriti School of Engineering (SSE) was established in the year 2015 by the Sai Sanskriti Education Society. The college is affiliated with Jawaharlal Nehru Technological University Anantapur, Ananthapuramu. SSE was founded with a vision to nurture dynamic and socially responsible engineers, instilling in them wisdom, a positive attitude, and exemplary character. The institution offers B.Tech programs in Civil Engineering, Computer Science and Engineering (CSE), Electrical and Electronics Engineering (EEE), Electronics and Communication Engineering (ECE), and Mechanical Engineering, fostering the development of highly competent technical professionals.

The success of SSE can be largely attributed to the unwavering support and guidance of the visionary leaders, Mr. B. Vijay Bhaskar Reddy, Chairman of the Society, and Mr. S. Pavan Kumar Reddy, the Secretary. They are highly regarded as institution builders in the state of Andhra Pradesh and hold a special place among academicians.

Various departments at SSE regularly organize seminars and workshops on higher education to provide students with exposure to new opportunities. The institute places great importance on cultivating professional attitudes and behaviors among its students and organizes personality development and soft skills training programs. To facilitate skill enhancement, the college encourages students to engage in NPTEL courses, Coursera programs, and Eduskill initiatives.

Remaining up-to-date with the latest advancements in the engineering sector, the faculty members actively participate in Faculty Development Programs, conferences, workshops, and seminars. They also embrace innovative teaching techniques utilizing digital technology platforms.

Recognizing the significance of sports and extracurricular activities, SSE has established various clubs such as Alankrithi, Speakers Club, Coders Club, Sports Club, and Hruday- Coffee with Acharya. These clubs provide students with opportunities to showcase their talents and interests beyond academics.

The college places emphasis on inculcating human values and actively motivates both staff members and students to participate in social activities organized by the National Service Scheme (NSS) unit of the institution. Additionally, students are encouraged to contribute to Society Outreach Programs like Unnat Bharat Abhiyan by MHRD, Government of India, and Swachh Bharat Abhiyan by the Government of India. These initiatives foster a sense of responsibility and service towards society.

Vision

To develop dynamic and socially responsible engineers possessing wisdom, positive attitude, and an impeccable character. Hallmarks will be the innovation, initiative, and teamwork the ability to anticipate and effectively respond to change and to create opportunities

Mission

- The college is devoted to serving society and the nation by providing quality education, and skill development programs thereby enabling the students to become skilled engineers with the right kind of knowledge.
- Committed towards setting new benchmarks of excellence in engineering education with emphasis on research & development, innovation and services to society, industry, and the world

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Visionary and Socially Sensitive Management
2. Strong Industry Linkage
3. High Employee Retention Rate
4. Campus-Wide Wi-Fi Connectivity
5. Consistently High Admissions Standards
6. Functional MoUs with Industry and Academic Institutions
7. Cutting-Edge Laboratories and Infrastructure
8. Curriculum Enrichment through Value Added Courses
9. Well-Defined Administrative Policies and Controls
10. Registered Alumni Association
11. Serene and Eco-Friendly Campus
12. Accessibility and Transportation Facilities

Institutional Weakness

The institution actively endeavors to enhance the quality of its teaching, learning, and research. While it has achieved significant successes, there remain certain areas that require focused attention and progress. The following are key areas where improvement is required:

1. Strengthening Industry Partnerships for Recruitment
2. Enhancing Academic Flexibility
3. Expanding Research and Development (R&D) Initiatives
4. Promoting Institute-Industry Collaboration for Laboratories

Institutional Opportunity

The institution has identified several promising opportunities to further enhance its academic standing and overall effectiveness. These opportunities include:

1. Attracting Talented Students
2. Recruiting PhD-Level Faculty
3. Encouraging Faculty to Pursue Doctoral Degrees
4. Setting a Benchmark in Engineering Education
5. Strengthening Industry Involvement
6. Attaining UGC Autonomy
7. Promoting Intellectual Property Rights Awareness
8. Expanding the Alumni Network

Institutional Challenge

The institution faces several significant challenges that require attention and strategic solutions. These challenges include:

1. Difficulty in Attracting Core Engineering Students
2. Meeting Rapid Technological Developments
3. Recruiting Key Companies for Placements
4. Promoting Sponsored Research and Consulting
5. Providing Specialized Value-Added Courses and Exchange Programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sanskriti School of Engineering (SSE) operates as a self-financing institution and is affiliated with Jawaharlal Nehru Technological University Anantapur, Ananthapuramu. The institute's Vision and Mission are effectively communicated to all stakeholders through various media channels. The curriculum undergoes periodic revisions by the affiliating university to stay up-to-date with industry demands.

SSE provides its faculty with a conducive environment to enhance their academic qualifications and improve their skillsets. The academic program follows the Outcome-Based Education (OBE) framework, ensuring a focused and result-oriented approach to education. To foster academic flexibility and bridge the gap between the curriculum and industry requirements, the institution organizes workshops, seminars, and actively collaborates with leading industries through Memorandums of Understanding (MoUs).

The institute diligently adheres to the syllabus requirements and teaching plans specified by the affiliating university. Additionally, it organizes Seminars, Workshops, Expert Lectures, and Industrial Visits to expose students to current industry trends and practices. Supplementary value-added courses, such as Soft Skills and Aptitude Classes, are conducted to facilitate students' holistic development and imbue professionalism in them.

To provide experiential learning opportunities, SSE incorporates Internships, Projects, and field visits into its curriculum. The institute gathers valuable feedback on the curriculum from Faculty, Students, Alumni, and Parents, meticulously analyzing the inputs and taking appropriate actions to enhance the overall learning experience.

Teaching-learning and Evaluation

The institute follows the Centralized Admission Process, conducted by the competent authority of the State Government of Andhra Pradesh, to admit students into various programs. This admission process ensures inclusivity by considering students from all categories through social reservations defined by the State Government.

The teaching-learning process is designed to facilitate the successful implementation of the Outcome-Based Education (OBE) framework, incorporating well-defined Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). Continuous evaluation of CO/PO/PSO attainment enables the department to take necessary actions for improvement.

To ensure effective content delivery aligned with the curricula prescribed by the Affiliating University, the institute utilizes video and audio lectures and organizes Seminars, Workshops, and Expert Lectures to bridge curriculum gaps. An Academic Monitoring format is in place to monitor the teaching-learning process, reflecting the institute's academic calendar that includes curricular, co-curricular, and extracurricular activities.

The institute has invested in maintaining the necessary infrastructure and facilities to support effective teaching-learning and the self-development of students. Moreover, a strong academic environment is cultivated, with a focus on the overall development of faculty members. Supportive courses, workshops, and Faculty Development Programs (FDPs), as well as Short Term Training Programs, are conducted to enhance faculty skills and expertise.

Research, Innovations and Extension

The institute is committed to fostering a culture of research and innovation with the aim of nurturing pioneering thinkers who can address societal challenges through the application of science, research, and technology. The Research and Development (R&D) activity is geared towards promoting research initiatives within the institute and providing comprehensive guidance and training to both faculty and students, using innovative methodologies.

A key focus of the institute is to develop the leadership and entrepreneurship potential of its students by facilitating professional learning, volunteering experiences, and encouraging creative practices. Through active research endeavors, the institute provides valuable insights and contributions to both students and faculty members.

Workshops and seminars on Intellectual Property Rights (IPR) and Industry-Academia collaboration are regularly conducted to enhance awareness and understanding in these areas. The institute acknowledges and supports teachers who have received recognition and awards at state, national, and international levels, offering incentives to encourage their continued excellence.

Emphasizing the significance of research dissemination, faculty members are encouraged to submit their research papers to reputable national and international journals and conferences.

The institute takes pride in its active National Service Scheme (NSS) cell and departmental student associations, which actively engage in organizing various activities. Recent initiatives include tree plantations, meditation and yoga sessions, adoption of a village, and residential camps aimed at fostering camaraderie and rapport.

Infrastructure and Learning Resources

The institute is dedicated to providing not only high-quality education but also fostering excellence in students' curricular, co-curricular, and extracurricular activities. The campus is designed to accommodate all academic, administrative, co-curricular, and extracurricular needs, adhering to regulatory norms and functional requirements. Each department is well-equipped with independent classrooms, laboratories, tutorial rooms, workshops, and seminar halls. Multimedia teaching aids are available in most classrooms and laboratories to enhance the learning experience.

The institute's central library offers an extensive collection of reference books, textbooks, rare books, and e-learning resources. Additionally, high-capacity Wi-Fi is installed, providing students with seamless and fast access to online resources. The inclusion of library hours in the timetable has resulted in significant library usage by students.

Supporting facilities such as playgrounds, gymnasiums, and art and culture centers are readily available, contributing to students' overall growth and development.

Student Support and Progression

The institute actively facilitates various scholarships offered by both State and Central Governments. Eligible students from reserved categories receive financial assistance from the State Government. To foster entrepreneurial skills among students, each department organizes expert lectures conducted by industrialists and experienced professionals. The institute encourages students to appear for GATE and other related examinations for pursuing PG programs.

A dynamic Training and Placement cell operates within the institute, providing a dedicated placement officer who collaborates with faculty coordinators from different departments to facilitate training and placement activities. Moreover, the institute has a Student Grievance Redressal Cell in place to address student concerns effectively.

The Alumni association plays an active role in contributing to the institution's growth. The institute actively participates in annual cultural and technical events, showcasing the talents and technical skills of its students. Students are motivated to take part in various national-level events, spanning cultural, sports, and technical activities, resulting in several accolades and laurels won by students in these competitions.

Governance, Leadership and Management

The institute envisions developing dynamic and socially responsible engineers who embody wisdom, a positive attitude, and impeccable character. To achieve this vision, a well-articulated mission has been established. The individual departments align their respective visions and missions with that of the institute.

Drawing insights from various stakeholders and guided by the institute's Vision and Mission, a comprehensive Quality Policy is formulated. The Governing Body provides general guidelines to ensure effective governance and the realization of the institute's Vision.

The institute has developed a robust Perspective Plan for Development, which encompasses key aspects such as infrastructure enhancement, academic excellence reflected in outstanding results, successful admissions, a substantial number of Ph.D. holders, faculty development focusing on research and innovations, and collaborations with reputed institutions.

Both the Principal and Department Heads are granted considerable autonomy in making academic and administrative decisions. The Internal Quality Assurance Cell (IQAC) plays a vital role in evaluating and appraising academic and administrative processes, ensuring the promotion and sustenance of quality across all levels. Quality enhancement strategies are devised, taking into account feedback from all stakeholders, and are implemented in a clear and effective manner.

Institutional Values and Best Practices

The institute has made significant efforts to promote gender equity through various awareness programs for women. Adequate facilities, including safety and security measures, counseling services, medical assistance, and a dedicated common room, have been provided to ensure a conducive environment for female students on campus.

In line with its commitment to sustainability, the institute has taken proactive steps to make the campus eco-friendly. Initiatives such as tree plantation, water harvesting, and energy conservation are actively implemented to minimize the institute's environmental impact.

To ensure inclusivity, the institute has made provisions for differently-abled individuals (Divyangjan) by incorporating facilities like ramps and accessible restrooms. Additionally, the institute emphasizes complete transparency in its financial, academic, administrative, and auxiliary functions, promoting accountability and trust.

The institute stands out for its innovative practices, such as the Green Campus initiative, demonstrating its dedication to environmental responsibility. Moreover, the institute's RIT (Rural to Global) program, funded by RISE, is designed to uplift students from rural backgrounds and provide them with valuable training opportunities. With over 120 participants trained through this program, the institute is actively contributing to the development of rural talent on a global scale.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | SANSKRITHI SCHOOL OF ENGINEERING |
| Address | Sanskriti School of Engineering, Beedupalli Knowledge Park, Behind Sri Sathya Sai Super Speciality Hospital Prashanthigram, Puttaparthi, Sri Sathya Sai District, Andhra Pradesh, India |
| City | Puttaparthi |
| State | Andhra Pradesh |
| Pin | 515134 |
| Website | www.sseptp.org |

| Contacts for Communication | | | | | |
|----------------------------|------------------|-------------------------|------------|-----|-----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | A. Senthil Kumar | 08555-286870 | | - | |
| IQAC / CIQA coordinator | D.nagaraju | 08555-288708 | 9492974550 | - | nagaraju.d@sseptp.org |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
|-----------------------|--|

| State | University name | Document |
|----------------|---|-------------------------------|
| Andhra Pradesh | Jawaharlal Nehru Technological University, Anantpur | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 24-08-2022 | View Document |
| 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 | EOA will be updated every year |

| 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 | Sanskriti School of Engineering, Beedupalli Knowledge Park, Behind Sri Sathya Sai Super Speciality Hospital Prashanthigram, Puttaparthi, Sri Sathya Sai District, Andra Pradesh, India | Urban | 11.64 | 29969 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Co course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BTech,Civil Engineering | 48 | Twelveth Diploma | English | 60 | 24 |
| UG | BTech,Electrical And Electronics Engineering | 48 | Twelveth Diploma | English | 60 | 57 |
| UG | BTech,Mechanical Engineering | 48 | Twelveth Diploma | English | 60 | 32 |
| UG | BTech,Electronics And Communication Engineering | 48 | Twelveth Diploma | English | 60 | 60 |
| UG | BTech,Computer Science And Engineering | 48 | Twelveth Diploma | English | 60 | 60 |

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 | 7 | | | | 13 | | | | 45 | | | |
| Recruited | 1 | 0 | 0 | 1 | 3 | 2 | 0 | 5 | 28 | 17 | 0 | 45 |
| Yet to Recruit | 6 | | | | 8 | | | | 0 | | | |

| 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 | | | | | | 37 |
| Recruited | 28 | | 9 | | 0 | 37 |
| 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 | | | | 4 |
| Recruited | 4 | 0 | 0 | 4 |
| 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. | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 16 | 0 | 43 |
| 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 | 124 | 0 | 0 | 0 | 124 |
| | Female | 118 | 0 | 0 | 0 | 118 |
| | 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 | 8 | 6 | 3 | 3 |
| | Female | 6 | 0 | 1 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 10 | 3 | 4 | 3 |
| | Female | 1 | 5 | 3 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 79 | 63 | 41 | 52 |
| | Female | 65 | 45 | 40 | 49 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 41 | 52 | 37 | 45 |
| | Female | 48 | 43 | 57 | 34 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 258 | 217 | 186 | 194 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Sanskriti School of Engineering offers a wide range of Undergraduate College programs in various Engineering disciplines. These programs are thoughtfully designed to foster a multidisciplinary |
|---|--|

approach within the institution, allowing students to gain diverse knowledge and skills. The curriculum follows the CBCS (Choice Based Credit System) pattern, ensuring that each course is assigned specific credits. The courses at Sanskrithi School of Engineering are classified into several categories, namely Core, Professional Elective, Open Elective, Skill-based, and Value-Based. Each course is assigned a specific number of credits based on its content and level of complexity. An integral aspect of the undergraduate programs is the emphasis on experiential learning, which plays a pivotal role in shaping the students' practical understanding and skillset. Experiential learning at Sanskrithi School of Engineering encompasses a range of activities, including Projects, Field visits, Study Tours, and Internships. These opportunities provide students with hands-on experiences that complement their theoretical knowledge and contribute significantly to their personal and professional development. It is essential to acknowledge that the institution operates within certain constraints regarding the implementation of multiple entry and exit options for students. These limitations stem from the guidelines set forth by the university, which requires each program offered at the college to undergo approval based on prevailing norms. Despite these constraints, Sanskrithi School of Engineering remains committed to its multidisciplinary approach and dedication to experiential learning. The institution strives to provide its students with a well-rounded education, equipping them with the necessary skills and knowledge to thrive in the field of Engineering and prepare them for a successful future in their chosen career paths.

2. Academic bank of credits (ABC):

As an anonymous institution affiliated with the JNTUA system, we have undertaken preliminary investigations into the potential implementation of the Academic Bank of Credits (ABC). While the official launch of ABC is yet to occur, our institute recognizes the significance of adhering to the university's policies. The integration of the Academic Bank of Credits has been a subject of anticipation and interest on our institute's agenda. We share a common understanding with ABC on the importance and potential benefits of such an implementation. As we proceed with our explorations, we remain committed

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|---|---|
| <p>3. Skill development:</p> | <p>to upholding the established consensus on this matter.</p> <p>The institute's dynamic internship programs play a crucial role in fostering skill development and serve as catalysts for personal and professional growth. Notably, these initiatives have already led to the successful emergence of several start-ups. Embodying the core principles of the National Education Policy (NEP), our focus remains on empowering degree holders to become capable individuals, poised to make a significant impact in their chosen paths. Currently, a greater proportion of students opt for conventional job opportunities rather than pursuing entrepreneurial ventures, reflecting a cultural shift. Encouraging self-employment as a preferred choice will take time but is a vital aspect we aim to cultivate among our students. Nonetheless, it is evident that our students possess competitive skills that are in demand across various industries, positioning them ahead of their peers. As an institution, we are unwavering in our commitment to continuous improvement and the pursuit of excellence. While the journey towards greatness may be gradual, our dedication remains steadfast. To this end, we have successfully completed numerous AICTE-sponsored online courses, benefiting both students and faculty members. The acquisition of certificates through these courses further enriches their skill sets, equipping them to stay at the forefront of advancements in their respective fields. The progress made in this domain has been remarkable, and we are determined to sustain this trajectory, consistently shaping empowered individuals who are prepared to tackle real-world challenges.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The institution is proactively tackling a part of the issue by organizing seminars and workshops focused on promoting awareness of universal human values. Additionally, efforts are underway to integrate relevant aspects of the problem into existing professional ethics classes, aligning with the prescribed university curricula. To comprehensively address the remaining challenges, a well-planned approach is being adopted. Valuable feedback is being gathered from stakeholders involved in the matter, ensuring that their perspectives and insights are taken into account during the decision-making process. Moreover, a thorough evaluation of available resources, including the expertise of the current</p> |

| | |
|--|--|
| | <p>faculty, is being conducted to determine the most effective course of action in addressing this important concern</p> |
| 5. Focus on Outcome based education (OBE): | <p>Since 2022, our institution, referred to as SSE, has embraced a student-centred approach known as Outcome Based Education (OBE). Drawing inspiration from David Kolb's influential work on the Experiential Learning Model (ELM), SSE places paramount importance on developing four essential abilities in learners to derive genuine knowledge from experiences. These abilities encompass active involvement, reflective capacity, analytical skills for conceptualization, and proficiency in decision-making and problem-solving. To emphasize experiential learning, the teaching-learning process at SSE is deliberately structured to engage students in various practical applications such as Internships, Field Projects, Industry Visits, and other hands-on techniques. By immersing students in these experiential learning opportunities, SSE aims to nurture the four aforementioned abilities. The teaching-learning dynamic at SSE fosters a partnership between teachers and students, creating a collaborative and participative environment. Classroom interactions revolve around supporting students' critical thinking autonomy, providing additional guidance, and allowing negotiation on topics and approaches. Project work serves as a platform for students to cooperate and exchange information and skills. Furthermore, SSE consistently organizes conferences, seminars, and webinars, providing students with valuable opportunities to interact with experts and peers, enhancing their knowledge and understanding. Assignments are thoughtfully designed to incorporate real-life situations, promoting creativity, critical thinking, and effective problem-solving capabilities. A significant emphasis is placed on project completion for all students, allowing them to apply their acquired knowledge in practical scenarios. Additionally, whenever possible, concepts are explained through relevant case studies, further enriching the learning experience. SSE's commitment to cultivating experiential learning and fostering active student engagement prepares individuals for success beyond the academic realm.</p> |
| 6. Distance education/online education: | <p>As an affiliated institution, our college is dedicated to</p> |

offering regular programs and does not provide courses through online or distance mode. Throughout its educational journey, the college has undergone various phases in its teaching-learning process. In the past, the chalk and talk method were the predominant teaching approaches. However, with the advent of technological advancements, the education industry has undergone a complete digital transformation. At our college, we actively promote the integration of Information and Communication Technology (ICT) in the teaching-learning process. Our management consistently enhances the infrastructure and ICT facilities to cater to the evolving needs of education. The post-Covid scenario has witnessed a significant increase in the utilization of virtual platforms for teaching and learning. Both the teacher and student community have adeptly adapted to various online tools and resources, facilitating seamless teaching experiences. During the pandemic, the institution efficiently implemented blended learning, combining online and physical classes. Utilizing online exams, quizzes, webinars, and assignments alongside traditional face-to-face instruction allowed us to maintain continuity in education during challenging times. As we embrace the digital age and the opportunities it presents, our college remains committed to providing an enriching learning environment that leverages technology to enhance the educational experience for our students and educators alike.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 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? | Yes |
| 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, | Student Volunteers conducts voter awareness campaigns and rally every year as a part of Voters Day Celebrations. Students also participate in voter registration and assist district election administration for webcasting in conduct of polling. |

| | |
|---|--|
| <p>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>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>Yes</p> |
| <p>5. Extent of students above 18 years who are yet to be 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.</p> | <p>Student Volunteers and ELC Nodal Officer conducts voter registration campaigns at the college in association with district election administration to register eligible students.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1026 | 940 | 817 | 732 | 540 |

| 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: 140

| 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 54 | 53 | 46 | 44 | 26 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 253.09 | 225.23 | 227.56 | 325.38 | 291.24 |

| 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:

Sanskriti School of Engineering follows a well-structured planning and implementation process to ensure the effective delivery of the curriculum provided by Jawaharlal Nehru Technological University Anantapur, Ananthapuramu, to which the institution is affiliated. The curriculum has been carefully designed and successfully implemented by the university.

To facilitate the smooth execution of the curriculum, the following methods are employed:

Academic Calendar:

The Academic Committee prepares and disseminates the academic calendar for each semester, aligning it with the university's academic schedule. This calendar includes the duration of the semester, internal assessments for theory and lab courses, and significant events like the annual fest, Sentia, Annual Day, Sports Day, and General Holidays. Additionally, each department creates its event calendar based on the university's academic calendar, which is shared with all stakeholders.

Principal-HODs Meeting:

Academic matters are discussed in meetings convened by the Dean Academics, chaired by the Principal, and attended by the Heads of Departments. These meetings outline action plans to ensure optimal and effective curriculum implementation.

Course Allocation:

The Heads of Departments (HoD) allocate courses (theory and laboratories) to faculty members, taking into account their specializations, expertise, and preferences. The course instructor then develops Course Outcomes (CO's) for each course, aligned with Blooms' Taxonomy, and maps them with Program Outcomes (PO's) and Program Specific Outcomes (PSO's).

Lesson Plan and Study Materials:

Following approval from the HoD, the course instructor prepares a comprehensive lesson plan and study materials, including lecture notes, a question bank, PowerPoint presentations, and laboratory manuals, all based on the principles of Outcome-Based Education (OBE). These materials are uploaded to the institute's website after review by an external subject expert. The faculty then delivers the course as per the lesson plan, utilizing ICT tools and innovative teaching-learning pedagogy.

By adhering to these well-defined processes, Sanskrithi School of Engineering ensures a robust and effective curriculum implementation, providing quality education to its students.

In addition to the standard course delivery, Sanskrithi School of Engineering incorporates model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses to enhance skill development and bridge potential curriculum gaps.

Regular interactions between the HoD/Dean, Academics, and stakeholders facilitate reviews of the course delivery's effectiveness. Course instructors identify slow and advanced learners through continuous internal evaluations. To provide additional support, remedial classes and counseling are offered to slow learners, while advanced learners are encouraged to pursue courses through platforms like SWAYAM/NPTEL, Coursera, Eduskills, etc., promoting self-learning

The Academic Committee, led by the Principal and comprising the Dean (Academics) and Heads of Departments, actively monitors course coverage and the effective delivery of the curriculum through student feedback and performance in Continuous Internal Evaluation (CIE). Necessary corrective measures are implemented as needed. The Program Assessment Committee (PAC) and Department Advisory Board (DAB) review the overall attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) and develop action plans to ensure that the curriculum effectively achieves all stated POs and PSOs, in alignment with the institution's vision of providing **Globally Competitive Quality Education**.

| 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: 29

| 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: 67.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 883 | 438 | 578 | 450 | 383 |

| 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's curriculum actively integrates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics, contributing to a robust value-based and holistic development of students. Throughout the year, various activities are organized as part of the curriculum to foster these aspects.

Although the university determines the syllabus, the college makes dedicated efforts to address the mentioned issues. Some of the steps taken are as follows:

1. Professional Ethics:

Ethical practices, including truthfulness, unbiased approaches, and adherence to facts, are taught within the syllabus content and through certificate courses. The Career Guidance and Placement Cell regularly organizes placement activities, training sessions, and aptitude tests to equip students with the required skills as per industry demands. Moreover, the college fosters professional and social ethics through Extra-Curricular activities, instilling a spirit of humanity and human values through various social and community outreach programs.

1. Gender Sensitivity:

Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Gender sensitization camps are organized in rural areas of Sri Sathya Sai District, covering topics like women's rights, human rights, child rights, gender justice, and gender equality. The committees for Women Empowerment and Internal Complaints arrange programs focusing on Woman Empowerment, Laws for Women, Women's Day, and more. The N.S.S. unit of the college actively conducts extension activities not only within the college premises but also in adopted villages, addressing major gender issues through campaigns like Save Girl Child, Essay and Poster Exhibitions, and wall paper presentations.

The Institute has taken proactive steps to foster awareness and promote gender equity among all stakeholders through both curricular and co-curricular activities. By creating an inclusive and respectful environment, the Institute aims to eliminate gender discrimination and ensure a congenial space for everyone.

1. Human Values:

The Institute has integrated a mandatory non-credit course called "Universal Human Values" into the curriculum of all UG engineering programs, specifically focusing on the development of human values and professional ethics. This course aims to cultivate qualities such as honesty, integrity, transparency, accountability, confidentiality, objectivity, respect, obedience to the law, and tolerance towards others.

1. Environment and Sustainability:

The subject of Environment and Sustainability is covered through the course "Environmental Studies," offered to engineering students during the IV Semester. This course sensitizes students to ecological and environmental concerns related to land, air, and water, emphasizing the importance of sustainable development.

The National Service Scheme (N.S.S.) actively promotes environmental protection through various initiatives, including tree plantation drives and sustainable development programs. During the annual special camps, the N.S.S. unit undertakes various environment-related activities in nearby villages, such as tree plantation, village cleanliness drives, cleaning of gutters, digging of soak pits, eradication of invasive plants, and promoting a plastic-free environment. Celebration of important environmental days like Environment Day, Earth Day, Water Day and N.S.S. Day is an annual tradition. The college also actively participates in nationwide initiatives like Swachh Bharat and Tree Plantation programs (Kalpatharu) introduced by the Indian Government.

| 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: 79.92

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

Response: 820

| 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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| 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 |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 242 | 255 | 257 | 187 | 180 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 300 | 270 | 255 |

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: 69.15

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 105 | 109 | 111 | 87 | 79 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 150 | 150 | 150 | 134 | 126 |

| 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: 19

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:

Sanskriti School of Engineering prioritizes a student-centered approach to foster active engagement through participative learning and problem-solving methodologies. The college encourages faculty members to exercise creativity and leverage modern information and communication technologies (ICT) in designing context-specific and innovative teaching techniques that optimize learning outcomes. Various interactive methods such as seminars, problem-solving sessions, PowerPoint presentations, web-based assignments, group discussions, group assignments, quizzes, and mini projects are employed to enhance the students' learning experience through the following methods.

Experiential Learning**1.1 Project Work**

The students actively engage in project work, which is divided into two phases: Mini projects and Major Projects. Additionally, students have the opportunity to undertake internships or field projects in various industries, providing them with real-world exposure and experience.

1.2 Participation in Competitions

To gain practical exposure, students are encouraged to participate in competitions at the national and international levels.

1.3 Field Visits

Faculty members identify and propose academically significant field visits and surveys, enabling students to gain practical insights and real-world understanding.

1.4 Industrial Visits

Departments proactively organize industrial visits for students, offering them exposure to the work culture in different industries.

1.5 Guest Lectures

Eminent experts from the industry and academia from around the world are invited to deliver guest lectures, enriching the teaching process and providing students with experiential learning opportunities.

Participative Learning**2.1 Role Play**

As part of our teaching approach, educators utilize role play to complement the instruction of management subjects and soft skills in technical courses.

2.2 Teamwork

Promoting the essence of teamwork, all departments arrange diverse student activities. These activities

encompass events such as the National Service Scheme (NSS), institutional social responsibility initiatives partnering with organizations like the Red Cross, village adoption programs, tree plantation drives, Swachh Bharat campaigns, and health awareness camps.

2.3 Debates

Incorporating debates into various subjects encourages students to articulate different perspectives and thought processes. This approach justifies the learning process, as it nurtures critical thinking and presentation skills.

2.4 Group Work

To provide comprehensive learning opportunities, practicals and workshops encompass both individual and group work, all conducted under the guidance and supervision of teachers.

Problem-Solving Methodology

3.1 Case Studies

In our teaching-learning process, we employ the case study method to cultivate logical thinking and practical knowledge among students, thereby enhancing their problem-solving abilities. This approach is particularly prevalent in management subjects.

3.2 Analysis and Reasoning

Our examination system revolves around questions that encourage analysis and reasoning, promoting critical thinking and independent learning

3.3 Discussions

The college places significant emphasis on discussion-based learning in several subjects, fostering broad thinking and active student participation. These discussions are particularly encouraged in soft skills, managerial communications, business adaptations, and related areas.

3.4 Quizzes

Subject teachers regularly conduct quizzes in all undergraduate programs, enriching the learning experience and encouraging continuous assessment of students' knowledge.

3.5 Research Activities

To instill research aptitude and knowledge about emerging areas, each department conducts research activities under the guidance of senior faculty.

| 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: 70.57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 65 | 65 | 65 | 65 | 56 |

| 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: 15.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 9 | 11 | 5 | 3 |

| 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:

The engineering program affiliated with Jawaharlal Nehru Technical University Anantapur follows comprehensive guidelines for assessing students internally and externally. The assessment structure involves internal evaluation, accounting for 30 marks, and external evaluation, which carries 70 marks.

For the R15 Regulation, the internal assessment mechanism includes two midterm examinations during the semester for theory subjects. Each midterm consists of an objective paper worth 10 marks and a subjective paper worth 20 marks. The duration is 1 hour and 50 minutes, with 20 minutes for the objective paper and 90 minutes for the subjective paper.

The subjective paper has 5 questions, and students must answer 3 questions, with each question carrying equal weightage. The marks obtained for the 3 questions are scaled down to a total of 20 marks. The final internal marks are calculated based on 80% weightage to the better midterm and 20% to the other exam.

In case a student is absent for one midterm, the final internal marks are adjusted accordingly, with 80% weightage given to the appeared examination and 0% weightage to the unattended one.

For students under R19 & R20 Regulations, the evaluation process includes two midterm exams, each worth 30 marks. The objective paper is worth 10 marks, the subjective paper is worth 15 marks, and the assignment is worth 5 marks. The subjective paper has 6 questions, and students answer one question from each either-or type. The total marks for the subjective paper are scaled down.

To calculate the final mid-semester marks, the better midterm exam receives 80% weightage, and the other exam receives 20% weightage.

End examination evaluation for theory subjects includes 6 compulsory questions. Question 1 has 10 short-answer questions, each carrying 2 marks, and two questions are based on each syllabus unit. Questions 2 to 6 consist of either/or type questions, each worth 10 marks, covering one unit of the syllabus.

Practical courses are evaluated through continuous assessment during the semester (30 sessional marks) and an end examination (70 marks). The end examination is jointly conducted by the laboratory teacher and a senior expert.

The college communicates assessment dates well in advance, and internal assessments are conducted meticulously with proper attendance recording. The Principal serves as the chief superintendent during university examinations, and an Observer from the university oversees the process.

Student grievances are diligently addressed, and the institution ensures a fair and efficient examination process while maintaining a supportive learning environment.

| 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 adherence to the principles of Outcome-Based Education (OBE), the department responsible for the respective program meticulously formulates the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This process involves extensive consultation with all faculty members and stakeholders to achieve a consensus. Once agreed upon, these outcomes are widely disseminated and communicated through various platforms, including:

- The institution's official website
- Curriculum and regulations books
- Classrooms where students are taught
- Departmental Notice Boards
- Laboratories
- Student Induction Programs, which provide an introduction to the program and its outcomes
- Meetings and interactions with potential employers to align the outcomes with industry requirements
- Parent meetings to inform them about the program's objectives and intended learning outcomes
- Faculty meetings to ensure all instructors are aligned with the desired outcomes

- Alumni meetings to seek their feedback and incorporate their insights into the outcomes
- Library resources, which may contain information on the program outcomes.

By disseminating these outcomes through various channels, the institution ensures transparency and clarity regarding the expected learning outcomes and aligns its educational processes with the needs of stakeholders, including students, faculty, employers, and professional bodies.

When addressing students, the Heads of Departments (HODs) take the opportunity to raise awareness about Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Additionally, faculty members, class teachers, mentors, and course coordinators play an essential role in informing and creating awareness among students, emphasizing the importance of achieving these outcomes.

Program Specific Outcomes (PSOs) represent specific skill requirements and achievements expected of students. Typically, program coordinators, in consultation with course coordinators, prepare two to four PSOs. These PSOs are then discussed with the Head of the Department and subject experts for approval, which is ultimately endorsed by the Principal.

Program Outcomes (POs) are comprehensive statements outlining the professional accomplishments that the program aims to instill in students by the time they complete their studies. POs encompass a wide range of interconnected knowledge, skills, and personal attributes that students are expected to acquire throughout their graduation journey.

Course Outcomes (COs) are direct statements that precisely describe the essential disciplinary knowledge and abilities students should possess upon completing a specific course. The depth of learning expected from students is also clearly outlined in the COs, which are effectively communicated to the students.

COs are developed during the Department advisory board meeting. A course committee is formed for each course, consisting of course handlers and a subject area expert. In this committee, course outcomes and their alignment with program outcomes and program-specific outcomes are extensively discussed and derived. Although the COs are initially provided by JNTUA along with the syllabus, the course committee members may modify or refine them as necessary.

Through this meticulous process of defining and aligning POs, PSOs, and COs, the institution ensures clarity in the expected learning outcomes and sets the groundwork for the students' academic and professional development.

| 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:**

Under the clear vision and mission established by the leadership and management team, the Program Educational Objectives (PEOs), Program Outcomes (POs), and Course Outcomes (COs) are carefully defined and set by the respective coordinators. These outcomes are closely monitored by the Program Assessment Committee to ensure their effective implementation.

Each course within the program has well-defined course outcomes, along with corresponding evaluation criteria. These course outcomes are then mapped to the program outcomes, which provides a quantitative measurement of how well the program outcomes are achieved. The students' performance in examinations during the semester in each course plays a vital role in computing the level of attainment of the POs and Program Specific Outcomes (PSOs) through the mapping of questions to course outcomes and further to program outcomes and PSOs.

The mapping of Course Outcomes (COs) to Program Outcomes (POs) and Program Specific Outcomes (PSOs) for all the courses in the program is prepared by the program coordinator in consultation with other faculty members, ensuring a comprehensive and aligned assessment of the students' learning outcomes across the program.

Course Outcome attainment: Course Outcome (CO) attainment is assessed using a combination of direct and indirect methods. Direct assessment involves mid examinations, semester end examinations, and quizzes, where each question is aligned with a specific CO. The overall attainment of a CO is determined based on the average mark set as the target for final attainment.

1. Mid examinations are conducted twice a semester and comprehensively cover the evaluation of relevant COs.
2. Semester End Examination is descriptive and serves as a metric for assessing the attainment of all COs.

Indirect assessment is carried out through the course end survey to gather student feedback on their learning experience.

For laboratory, mini project, major project, seminar, and internship courses, rubrics are formulated to assess the attainment of Course Outcomes. In practical courses, the attainment of a course outcome should satisfy at least one or more of the defined program outcomes. The percentage of students scoring more than 80% marks in each measured criterion is used to calculate CO attainment.

To assess Program Outcomes (POs) and Program Specific Outcomes (PSOs), all courses contributing to the respective POs are identified. These courses are evaluated through direct (internal - 20% weightage, external exam - 80% weightage) and indirect (course end survey) assessments. The overall results from these assessments are compared with the expected attainment to determine if the POs have been satisfied.

For each course, the level of attainment of each CO is compared with predefined targets. If any target is not attained, the course coordinator takes necessary steps for improvement. In case the target criterion level is not reached, faculty members propose improvement measures to achieve the desired attainment.

More comprehensive information on this process is available in the OBE handbook.

| 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: 91.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 177 | 174 | 150 | 157 | 0 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 188 | 182 | 160 | 193 | 0 |

| 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: 3.73

| 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: 26.76

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1.00 | 4.06 | 0.00 | 0.20 | 21.50 |

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 has established the Institute Innovation Council (IIC) in collaboration with the Ministry of Human Resource Development (MHRD), Government of India. The primary objective of the MHRD's Innovation Cell (MIC) is to foster and nurture young students by supporting their exploration of new ideas during their formative years. As an active member of the Institute Innovation Council, the institute facilitates Industrial Talk Series organized by MHRD IIC, with enthusiastic participation from all faculty members and students in live sessions.

The institution provides a nurturing environment to promote innovation and incubation. Students have access to all necessary facilities and receive guidance to explore their innovative ideas. They are encouraged to actively apply technology to address societal needs. Additionally, the institution offers support for documentation, publication of research papers, and obtaining patents for innovative projects.

Overall, the institution strives to create a conducive atmosphere where students can thrive in their pursuit of innovation, enabling them to make meaningful contributions to society through their creative ideas and projects.

Various initiatives are taken to foster entrepreneurship and innovation among students, including awareness meets, workshops, seminars, and guest lectures on entrepreneurship. Students have the opportunity to directly interact with successful entrepreneurs in various fields, gaining valuable insights. Additionally, product service training is provided to enhance their understanding of marketing strategies.

The Incubation Centre plays a crucial role in supporting students to transform their ideas into technological innovations. It provides facilities for building prototypes relevant to agriculture and rural development, encouraging students to engage in hands-on experience and gain valuable industrial exposure. Financial assistance is also extended to support major and minor research projects, further fueling the innovation process.

To promote the spirit of innovation, workshops on emerging technology trends are organized, and model expos are held, where students showcase their best models. Cash prizes are awarded to acknowledge exceptional contributions.

Startups initiated by students have contributed significantly to the steady flow of ideas and innovations. Projects involving designing and fabricating alternative vehicles and electric vehicles have been successful in various competitions, earning commendable prizes for the participating teams. College is recognized as a host centre of Micro, Small and Medium Enterprises - MSME, development of cost effective society related projects are encouraged. Other Initiatives for creation and transfer of knowledge include.

The college organizes coding contests and hackathons through the EMD Cell and SDC Cell. It boasts an ARC Robotics Lab supported by APSSDC and RIT Program by RISE, Austria, offering students exposure to both national and international environments, inspiring them towards innovation.

Financial assistance is provided to students for showcasing their models at Idea Generation Contests and competitions organized by other institutions. This support empowers students to acquire skills necessary for the commercialization of their products. Furthermore, the college invites local entrepreneurs to address the students, providing valuable insights and inspiration for their entrepreneurial journey.

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 6 | 4 | 5 | 5 |

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:** 0.63**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 38 | 13 | 2 | 6 |

| 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: 0.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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:

Sanskriti School of Engineering prioritizes its responsibility towards the local community and society at large. The college's establishment itself stands as a testament to its commitment to rural development and employment.

The college places great emphasis on students' involvement in extension activities and encourages their active participation in volunteering initiatives. It fosters their overall growth as responsible citizens. To facilitate community development, dedicated student and faculty members form the NSS & UBA team, which works towards addressing various societal issues.

One of the significant challenges in rural India is open defecation, leading to unclean and unhygienic conditions, as well as malnutrition. The NSS team endeavors to address this issue by raising awareness and promoting sanitation practices among the local population. Additionally, the team focuses on tree planting to combat deforestation and pollution.

Collaborating with governmental and non-governmental organizations, the NSS team organizes camps for blood donation, health screenings, and haemoglobin testing. Experts, including doctors, are invited to speak on topics related to nutrition, health, and challenges faced by females. These student-led initiatives have a positive impact on personal hygiene and health awareness, instilling a sense of responsibility towards the less fortunate sections of society.

The college also conducts awareness programs on cyber security in nearby schools and colleges, promoting safety among children in the digital world. On special occasions such as Happiness Day, student volunteers spread joy by distributing chocolates and stationery to children in orphanages. Furthermore, traffic awareness programs are organized to promote adherence to traffic rules, aiming to reduce accidents on the main road.

During the challenging times of the COVID pandemic, student volunteers actively engaged in service tasks, such as assisting elderly people in getting vaccinated and distributing masks and food to those in need. Community participation remains a core practice at the institution, tailored to address the evolving needs of the society.

| 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 college received a Special Appreciation Award from HCL for its commendable efforts in hiring and talent development within the rural community. As part of these initiatives, the college organized a pool campus drive, providing employment opportunities to the community. An impressive number of 8073 students registered for the drive from 76 colleges in Andhra Pradesh and Telangana. Among them, 2772 students met the eligibility criteria, and HCL selected 367 students, offering them a salary of 3.65 LPA for the academic year 2021-22. This remarkable success in student placement reflects the institution's commitment to delivering quality education and preparing students for successful careers. It also underscores the strong partnership between the college and HCL.

Additionally, the college has been honored with the Green Award for its environmentally friendly initiatives. Furthermore, the Red Cross collaboration highlights the institution's dedication to humanitarian efforts and community service.

| 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: 58

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 11 | 14 | 04 | 04 |

| 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: 18

| 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:

Sanskriti School of Engineering is committed to providing state-of-the-art infrastructure to enhance the academic, curricular, and co-curricular activities, ensuring a high-quality educational experience for the students.

The campus is Wi-Fi enabled, offering students access to e-learning resources for assignments and projects. ICT-enabled classrooms equipped with projectors allow for interactive teaching through PowerPoint presentations and video demonstrations, both by students and teachers, enhancing the learning experience in regular courses and club activities. The computer laboratory provides students with the necessary tools, including computers and projectors, for practical sessions, managed by a dedicated system administrator. Additionally, tutorial classrooms are available for conducting special classes as needed.

The library is well-stocked with a wide range of engineering books, continuously updated to align with the evolving syllabus and meet the needs of faculty and students. The management system ensures smooth book issuing and returns. The library also houses periodicals, journals, and reference volumes, maintained in excellent condition. Computers are available for faculty and students to access internet resources, enriching their research and study capabilities.

| 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: 39.5**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37.77 | 55.97 | 64.16 | 171.70 | 192.83 |

| 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:

The Sanskrithi School of Engineering houses a well-stocked library with an extensive collection of books and online resources, serving as invaluable learning tools for both faculty and students. The library spans an area of 100 square meters, accommodating up to sixty individuals. It is equipped with the ILMS and ECAP software, operating in a completely automatic mode with version 1.0.

Adopting an Open Access System, the institution's library boasts a comprehensive collection of 3198 volumes of books and 700 titles covering various subfields of Management, as well as general subjects. Additionally, the library subscribes to a diverse range of journals, available both online and in print, addressing national and international topics. It also provides access to periodicals, newspapers, Mini Project and project reports authored by PG students, and previous years' question papers. The digital library further offers an extensive collection of e-books and other digital resources, including SWAYAM and electronic journals. An exclusive web-browsing center allows unrestricted access to various academic resources available on the internet.

The library's e-Resources include prestigious databases and e-Books from prominent publishers like

Elsevier, Springer, McGraw Hill, Pearson, and more. The N-LIST Programme extends access to a wide range of e-Journals and e-Books, including titles from Cambridge University Press, Oxford University Press, and others.

These comprehensive resources empower students and faculty alike, enriching their academic pursuits and promoting a culture of continuous learning within the institution.

| 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:

Sanskriti School of Engineering boasts a high-speed campus-wide network with a bandwidth of 40 Mbps, catering to the needs of both faculty and students. The campus is equipped with 80 computers, ensuring easy access to internet resources for effective teaching and learning processes. Robust antivirus software is in place to ensure the security of data and systems. Additionally, the college is equipped with 3 printers and 5 Wi-Fi routers, facilitating smooth operations and providing Wi-Fi connectivity across the campus.

The library is equipped with computers, enabling faculty and students to access electronic resources and a vast array of knowledge sources. The college premises are under constant surveillance, as CCTV cameras are installed in all classrooms, administrative areas, common spaces, and labs, ensuring safety and security.

The IT infrastructure is designed to support various academic and co-curricular activities, providing students with the necessary tools for presentations, case study discussions, and research work. Faculty members also benefit from uninterrupted research opportunities, utilizing the IT facilities for their scholarly pursuits.

To ensure efficient management and maintenance of IT facilities, a full-time system administrator is employed, monitoring and addressing any issues that may arise. Regular updates of software and technology are implemented, keeping the IT facilities up-to-date and meeting the evolving learning needs of faculty and students.

| | |
|---|-------------------------------|
| 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:** 4.77**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 215

| | |
|---|-------------------------------|
| 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: 59.58**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)**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 215.31 | 169.25 | 162.40 | 148.78 | 92.18 |

| 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: 75.68

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 999 | 831 | 654 | 373 | 212 |

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: 24.44

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 190 | 241 | 300 | 151 | 109 |

| 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: 71.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 170 | 174 | 128 | 0 | 0 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 177 | 174 | 150 | 157 | 0 |

| 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: 1.82

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.)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| 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: 67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 34 | 0 | 14 | 3 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09 | 08 | 07 | 10 | 08 |

| 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:

Graduates from Sanskriti School of Engineering are well-established in diverse industries both nationally and internationally. The alumni actively engage with current students through various meaningful interactions, including motivational talks, industry expectations lectures, experience-sharing sessions, and career counseling. These events are thoughtfully designed to better prepare students for their future careers. Accomplished alumni, who have excelled in their respective technical fields, often share their experiences with current students, serving as inspiring role models, encouraging a technical mindset.

The alumni play an integral role in supporting the current students by providing recommendations for various opportunities, internships, and placements within their own enterprises. Periodic alumni meetings are held on campus, where graduates come together to discuss their achievements, exchange success stories, and celebrate their journey. In 2019, the Alumni Meet "Prachetan" was established to bring recently graduated students back to the institute, fostering a sense of pride in their accomplishments and sharing valuable life lessons.

Maintaining strong connections, the alumni network actively engages through online forums such as Facebook and LinkedIn. These platforms serve as channels for communication, job opportunities, and staying updated with campus events and FESTS. The alumni's constant involvement and support contribute significantly to the growth and success of the institution, while also enabling them to give back to their alma mater.

| 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:

Vision:

To develop dynamic and socially responsible engineers possessing wisdom, positive attitude, and an impeccable character. Hallmarks will be the innovation, initiative, and teamwork the ability to anticipate and effectively respond to change and to create opportunities.

Mission:

- The college is devoted to serving society and the nation by providing quality education, and skill development programs thereby enabling the students to become skilled engineers with the right kind of knowledge.
- Committed towards setting new benchmarks of excellence in engineering education with emphasis on research & development, innovation and services to society, industry, and the world.

Governance:

At Sanskrithi School of Engineering, governance is meticulously designed to align with the institution's vision and mission. With a dedicated focus on realizing its vision, the institution operates through a well-defined mission. The pillars of good governance, which include quality academic processes and infrastructure, are essential in fostering the best outcomes for all stakeholders. To uphold these principles, various academic and administrative committees are established to ensure effective governance throughout the institution.

Transparency is a fundamental aspect of good governance, and as such, the institution ensures open access to academic and management information for all students, teaching staff, and non-teaching staff. Regular Governing Body meetings are held to prioritize stakeholder satisfaction and address matters concerning good governance. The Governing Council meeting includes a faculty representative from the university, ensuring valuable input from external experts in conjunction with the college management.

Operational efficiency and decentralization are promoted through the formulation of diverse committees, wherein faculty and students are actively represented. This approach fosters a collaborative environment and encourages active participation from all stakeholders in decision-making processes.

Assignment Study: An Illustration of Decentralization in Internal Assessments.

The process of conducting internal assessments at our institution exemplifies the principles of decentralization and participative decision-making. To ensure a well-structured and effective internal examination schedule, the Head of the Department (HOD) organizes meetings with the exam committee, consisting of faculty representatives and subject faculty members. During these meetings, faculty members are encouraged to contribute their ideas and suggestions in alignment with the university's guidelines.

For instance, one notable reform introduced based on faculty proposals is the inclusion of Assignments in the internal assessment for 5 marks out of the total 30 marks. This pedagogical approach plays a significant role in engineering education, fostering students' problem-solving abilities, negotiation skills, and critical thinking. The successful implementation of this initiative showcases the institution's commitment to innovation in teaching methodologies.

The participative decision-making approach extends beyond assessment methods, encompassing various aspects of academic planning. Each faculty member is provided with an opportunity to voice their opinions and contribute to the collective decision-making process. The HOD consolidates these inputs and presents the proposal to the Principal for approval.

In conclusion, our commitment to decentralization and participative decision-making has fostered an environment of continuous improvement and innovation in internal assessments and various academic initiatives.

| 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:

The Sanskrithi School of Engineering prioritizes the well-being and satisfaction of its stakeholders, and to ensure a seamless campus experience, various institutional entities are actively engaged in managing campus operations. The institution operates with a well-defined organizational structure, with academic and administrative heads assigned appropriate responsibilities. The Principal serves as the head of the institution and oversees the department with the support of a faculty team that practices participative management and plays a key role in decision-making processes.

To facilitate effective delegation of responsibilities, the institution has established several committees,

comprising both faculty and student members. These committees cover diverse areas, including;

- quality assurance
- anti-ragging
- grievance redressal
- women empowerment
- sports
- examinations
- placements
- industry connect
- alumni engagement
- research and development, and many more.

Each committee contributes to the smooth functioning of the institution and helps address specific aspects of campus life and student welfare.

Service rules at the institution adhere to the guidelines set forth by AICTE and the University. During the induction process, the institution communicates these rules to its employees, providing them with a clear understanding of their roles and responsibilities. These guidelines may undergo revisions based on the advice of the Governing Body.

The institutional strategic and development plan is thoughtfully designed to align with the Institute's vision and goals. Key areas of focus include equipping students with industry-relevant skills and knowledge, providing value-added certifications to meet skill requirements, fostering practical learning through club activities and experiential projects, instilling an entrepreneurial mindset among students, and ensuring the deployment of qualified human resources for quality teaching.

To achieve these objectives, the institution actively engages industry experts as guest lecturers to share real-time knowledge with students and enhance their understanding of corporate practices. Project work and internships are carefully designed to expose students to real-world challenges and potential solutions. Additionally, skill development training in areas like aptitude, communicative English, and technical domains such as JAVA and Python are provided, tailored to meet industry demands. Life skills training is also offered to equip students with soft skills and work etiquettes, preparing them for successful professional careers.

| 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:

At Sanskrithi School of Engineering, employee welfare is a top priority. The institution has implemented various welfare measures for both teaching and non-teaching staff, aimed at boosting their morale and enhancing their motivation to work efficiently. The college values the valuable contributions of its employees in the overall development and progress of the institution. To recognize their dedication and hard work, the college offers several welfare schemes, including promotions and increments based on self-appraisal, cash awards, and certificates of appreciation for academic excellence, as well as incentives for the publication of research papers and articles. Faculty members are also supported in conducting guest lectures, conferences, seminars, workshops, and Faculty Development Programs (FDPs).

To ensure a comfortable work environment, all employees are provided with free transport facilities for their daily commute to the college. Additionally, the institution offers various leave benefits, such as general insurance, casual leave, special leave, medical leave, maternity leave, and Special Casual Leave (SCL) for both teaching and non-teaching staff. Employees can avail up to 12 casual leaves, up to 8 days of special leaves in an academic year to attend national and international seminars, symposia, and workshops, On Duty leave for faculty representing the college in administrative work or presenting research project reports to AICTE or JNTUA. After the probation period, employees are entitled to 5 medical leaves, and maternity leaves are provided for the well-being of female staff.

The institution recognizes that a satisfied employee is a valuable asset, and their contentment contributes to a productive work environment. By providing comprehensive welfare measures, the college strives to ensure the well-being and job satisfaction of its employees, fostering a positive and motivated workforce.

| 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: 50.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 27 | 14 | 31 | 22 |

| 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: 47.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 66 | 33 | 37 | 34 | 24 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 37 | 37 | 37 | 37 |

| 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:

The institute ensures professional and diligent management of its financial resources. All financial transactions are documented with meticulous care, including accounts for receipts and payments, balance sheets, and income and expense accounts.

Financial planning is carried out well in advance to ensure effective budgeting. The institute's academic department and administrative section, under the supervision of the Principal, Dean, HOD, and accounting staff, regularly review the budget. The budget is created after considering various sources of income and expenses. It allocates funds for academics and staff salaries, research, library, canteen, hostels, infrastructure development, and faculty development.

The institute generates income from various sources:

- **Admissions:** Students are admitted as per AP Government Higher Education standards, with 30% through management quota and 70% through APSCHE counseling. The fees collected from both quotas are equal and cover salaries, administrative costs, ongoing expenses, and infrastructure development.
- **Interest Income:** Student fees collected from June to October are deposited in banks as short-term deposits, and the interest earned is used to support the institution's growth.
- **Government Grants and Sponsorship Receipts:** The institute receives grants from various government organizations to conduct events and club activities and applies for funding to host symposiums, seminars, conferences, etc.
- **Corpus Donation and Trust Contribution:** Sai Sanskrithi Educational Society receives corpus donations and contributions from well-wishers and philanthropists.

The institute ensures optimum utilization of resources by carefully analyzing financial performance, considering salary components, infrastructure needs, laboratory equipment, books, etc.

The Finance Committee evaluates income-expenditure statements and suggests action plans. Regular financial audits, both internal and external, are conducted, and all transactions are recorded using campus management ERP software.

Online payment of fees is encouraged. The institute adheres to the approved budget, with internal and external audits certifying income & expenses and balance sheets by qualified chartered accountants.

| 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:

It is commendable to note that the Sanskrithi School of Engineering has established the Internal Quality Assurance Cell (IQAC) to enhance and maintain the quality of education. The IQAC takes responsibility for monitoring academic plans at the beginning of each academic session. This includes overseeing activities such as publications, extension activities, collaborations, innovative and best practices, assignments, ICT-based activities, students' competitions, seminars, and workshops, as well as curriculum delivery.

The IQAC has also taken proactive steps to implement eco-friendly practices on campus through the Green Club. Activities proposed by the Green Club include tree plantation, paperless work, maintaining a clean and beautiful campus, prohibiting vehicles inside the campus, and promoting power-saving initiatives. Regular feedback from all stakeholders is sought to ensure the effective and result-oriented implementation of these practices.

Moreover, the IQAC plays a crucial role in integrating ICT tools into the teaching-learning process. It gathers feedback on student satisfaction regularly and has recommended the subscription of e-learning resources for the library to meet the increasing demand for online education.

The IQAC diligently reviews the teaching-learning process, operational structures, methodologies, and learning outcomes at regular intervals, while recording and monitoring incremental improvements in various activities. Here are some of the key approaches adopted by the IQAC to improve the quality:

Faculty Up-skilling and Re-skilling: Faculty members are encouraged to attend Faculty Development Programs (FDPs), conferences, seminars, and workshops regularly to enhance their teaching skills and stay updated with the latest developments in their fields.

Research Encouragement: The IQAC actively monitors and promotes research activities among faculty and students. Seminars, conferences, and workshops are organized to provide a platform for sharing research findings and ideas, fostering a research-oriented attitude among the academic community.

Enhancing Employability: The IQAC emphasizes preparing students for industry by providing training and placement opportunities, ensuring that they are equipped with the necessary skills and knowledge to excel in their careers.

Fostering an Entrepreneurial Mindset: To encourage entrepreneurship among students, the IQAC established an Entrepreneurship Club and closely monitors its activities to nurture an entrepreneurial mindset.

Infrastructure Development: With guidance from the IQAC, the college regularly enhances its infrastructure to offer state-of-the-art facilities, creating an improved learning environment for the students.

Financial Support for Co-curricular and Extension Activities: Recognizing the importance of co-curricular and extension activities in students' holistic development, the institute provides financial

support to boost students' confidence and participation.

Industry Connect: The IQAC facilitates bridging the gap between academia and industry by inviting corporate professionals and industry experts to interact with students, providing them valuable insights and exposure.

Utilization of Feedback: IQAC actively utilizes feedback from students and alumni to assess teaching performance, identify areas for improvement, and enhance administrative practices to elevate the overall quality of education.

Coordination with the Governing Council: The coordination between IQAC and the governing council is pivotal to ensure the approval and effective implementation of decisions made by 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:

Sanskriti School of Engineering is dedicated to promoting gender equity and equality as an integral part of its mission. The institution ensures fairness and respect for students and faculty members of all genders. To support women empowerment, the college has established a Women Empowerment Cell responsible for creating awareness about women's rights, safety, and security.

To enhance safety measures, all girl students and faculty members have installed the DISHA app, a government initiative by the Government of Andhra Pradesh, which provides emergency assistance. The college has Anti-Sexual Harassment and Anti-Ragging committees to address any untoward incidents or unfair treatment.

Recognizing the importance of self-defense and empowerment, girl students receive self-defense training to protect themselves in times of need. Personality development programs and soft skills training are also provided to boost their confidence and ability to stand up for themselves.

Ensuring safety and security on the campus, well-trained security guards are stationed throughout the premises, and an extensive surveillance network, monitored 24x7, adds an extra layer of protection. The college conducts awareness campaigns on women's safety and gender sensitivity through guest lectures and awareness programs.

Counselling services are available for students and staff to address academic and personal issues, while Grievance Redressal Committees cater to the specific needs of both staff and students. Additionally, each group of 20 students is assigned a mentor for individual guidance and support.

To celebrate the achievements and contributions of women to society, the Women Empowerment Cell organizes various activities on International Women's Day and National Girl Child Day, observed on January 24th, to demonstrate respect and value for girls.

The National Service Scheme (NSS) actively contributes to women's safety by organizing women safety rallies, self-defense training, and awareness programs about the DISHA app and legal rights, reinforcing the commitment to fostering a safe and inclusive environment.

| 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: A. All 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 Cultural Club of the Institute celebrates festivals from all religions with great enthusiasm. The campus is adorned with Rangolis and beautifully decorated notice boards during these festive occasions. Sankranti, Diwali, Christmas, Ugadi, Dasara, and Ramzan are celebrated with joy and participation from both faculty and students.

Republic Day and Independence Day are observed with utmost respect and honor for our freedom fighters. Students showcase performances depicting the life history of these great leaders. Flag hoisting and singing the national anthem are done with profound respect for the nation.

National Constitution Day, Ambedkar Jayanti, Gandhi Jayanti, and SarvepalliRadhakrishnan Jayanti (Teachers' Day) are celebrated with reverence to commemorate the contributions of these esteemed personalities to the nation and humanity.

The institute values and imparts universal human values through the curriculum. Both curricular and co-curricular activities focus on instilling human values and fundamental rights in students, guiding them to display humility and serve society.

NSS activities and community engagement initiatives are organized to sensitize faculty and students towards their values, duties, and responsibilities as responsible citizens. Various activities and awareness programs are conducted, including:

- Swachh Bharat

- Traffic Awareness
- Cybersecurity,
- Cleanliness and Hygiene
- Blood Donation Camps
- Basic Life Support Workshops
- COVID prevention awareness
- World Environment Day
- International Yoga Day
- Each One Reach One - COVID mission
- Orphanage visits on International Smile Day
- Nature Conservation Day
- World AIDS Day
- Farmers Day

Through these endeavors, the institute fosters a sense of social responsibility and instills values that contribute to the holistic development of its students.

| File Description | Document |
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| 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:

Best Practice 1

Title of the Practice: Saiprudent Scholarship Program

Objective of the Practice: The Saiprudent Scholarship Program, initiated by Sanskrithi School of Engineering, aims to provide financial assistance to students from low-income families, particularly those hailing from rural areas. The program aims to bridge the financial gap that often hinders students from pursuing higher education and empower them to emerge as young professionals in the future, regardless of their economic background.

The context: The Saiprudent Scholarship Program was founded in 2015 by the Sanskrithi School of Engineering, under the auspices of the Sai Sanskrithi Educational Society. Supported by the AnahataStiftung, Germany, and RISE, Austria, the scholarship program was conceived with a noble intention to support deserving students who face economic barriers to higher education. By providing

financial aid and support, the program aims to empower these students and enable them to pursue B.Tech courses at the institute.

The underlying vision of the program is to contribute to rural development through education. Sanskrithi School of Engineering firmly believes in the transformative power of education and recognizes its responsibility in shaping a better future for the nation. The program aspires to uplift the underprivileged students from rural areas, offering them equal opportunities to achieve their dreams and academic goals.

Since its inception, the Saiprudent Scholarship Program has supported over 100 meritorious students, with approximately 55% of the recipients being female students. The program has been instrumental in breaking the barriers that hinder students from pursuing higher education, empowering them to become skilled professionals and contributing positively to the nation's economic and social development.

The Practice: Each year, the scholarship examination is conducted, inviting interested students to apply and demonstrate their eligibility through the examination process. The selection process is carried out meticulously, considering both the merit and the socio-economic background of the applicants. Ultimately, 25 deserving students are selected to receive the scholarship.

These 25 students, who qualify for the scholarship, are granted the unique opportunity to pursue a 4-year B.Tech program without any financial burden. This practice has yielded remarkable outcomes, providing a crucial support system for meritorious students hailing from rural backgrounds and making higher education accessible to them.

Evidence of Success: Since the inception of the scholarship program, it has positively impacted the lives of more than 100 students who have successfully graduated with a B.Tech degree and secured placements in reputed organizations. This project has played a significant role in generating a skilled workforce in the rural area where the Institute is located, contributing to overall industrial development.

The vision of the nominee was to empower rural students and transform them into successful professionals and entrepreneurs. With state-of-the-art infrastructure, strategic MOUs, skill development programs, and continuous placement training, students have been equipped to pursue their careers in various corporate sectors, further contributing to industrial growth.

Problems Encountered and Resources Required: One of the primary challenges encountered in implementing the Saiprudent Scholarship Program is the need to meet the increasing demand and requirement for financial assistance among meritorious students in the rural community. As more students aspire to pursue higher education, there is a pressing need to expand the number of scholarship seats available.

Best Practice -2

Title of the Practice: Socio-Economic Development and Empowerment of Disadvantaged Groups in rural

Objective of the practice:

- To have measures in place that supports the social and economic development and capacity building of community members.

- In the socio-economic context, development means the improvement of people's lifestyles through improved education, incomes, skills development and employment.
- Sanskrithi School of Engineering (SSE) is striving to provide Socio-Economic Development and Empowerment of Disadvantaged Groups in rural area.

The context:

- Socio-economic development is a process that seeks to identify both the social and the economic needs within a community, and seek to create strategies that will address those needs in ways that are practical and in the best interests of the community over the long run.
- There are a number of factors that must be considered as part of any socio-economic development effort. Understanding the current circumstances that prevail in the area is the first step toward regional development. This includes teach children and prepare young people for careers.

The Practice:

- Puttaprthi being a remote place surrounded by rural areas where there is no proper education to the students and more over the parent's Socio-economic conditions cannot afford coaching for their wards to succeed in the entrance exams. College is offering free online APEAPCET coaching.
- College adopts effective mentoring system that motivates the students to overcome their inferiority complex and make them confident in setting their goals.
- College organizes Industrial Visits & Field Trips frequently to create awareness to the students about the working environment. Industrial visits are highly beneficial for students for the following reasons
 - 1.Exposure to real-life industry settings
 - 2.Understanding industry operations
 - 3.Interaction with industry professionals
 - 4.Networking opportunities
 - 5.Enhancement of employability skills
- College conducts pre placement talks regularly to boost the confidence levels of the students there be increasing the success rate of getting placements.
- College offers the best placements to the students, almost all the students get selected in campus placements with multiple offers.

Evidence of success:

With the visionary management and dedicated faculty and sincere students we are able to achieve the best placements which in turn contributing to the community development and social wellbeing of the people in the rural areas. All this is possible only because of the best practices we adopted.

Problems encountered and Resources Required:

- To identify the societal problems and develop technically feasible and financially viable solutions.
- Well experienced trainers to impart necessary training to the students on latest software and

hardware.

- Motivating students to utilize the facilities available in the college is a big challenge.

A big change in the mindset among students is needed from the traditional learning methods of classroom education to a more practical oriented system.

| 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 Rise Institute of Higher Technologies (**RIT**) Program, offered by Sanskrithi School of Engineering in collaboration with the University of Technology in Vienna (RISE) and the INSO research group, aims to provide students with a comprehensive and advanced education in computer programming and software engineering. This unique initiative leverages the expertise and resources of the participating institutions to create a holistic learning experience that combines theoretical knowledge with practical application. Through cutting-edge research facilities, industry collaborations, and experienced faculty, the RIT Program equips students with the skills, knowledge, and practical experience required to excel in their chosen fields. This article delves into the three key partners, the program's modules, objectives, student selection procedure, and outcomes.

Research Industrial Systems Engineering (RISE): A Global Player in Digital Systems Engineering

RISE, a renowned organization established in the early 1990s, was born as a spin-off from the Vienna University of Technology. With expertise in building large digital systems, RISE has become a prominent global player. Operating in Europe and other regions such as Qatar, UAE, Indonesia, India, Brazil, and China, RISE engages in diverse projects and collaborations. Its proficiency and experience contribute significantly to the development and advancement of digital systems worldwide, establishing RISE as a leader in the field.

The inter-university research group Industrial Software (INSO): Flourishing Research Group in Digital Technology

INSO, founded in 2004 by Professor Grechenig, has its roots in the predecessor research group called RISE at TU Wien. Over time, RISE evolved into an independent digital technology manufacturer and

innovator. INSO's flourishing research entity owes its success and stability, in part, to RISE's continuous support and economic assistance. This fruitful synergy between RISE and INSO combines research expertise with economic backing, fostering innovation and technological advancements.

The SSE-RISE Fab Lab: Empowering Innovation and Collaboration

The SSE-RISE Fab Lab, a dynamic space, empowers individuals to unleash their creativity and potential by providing access to state-of-the-art technology. Serving as a fabrication laboratory, it nurtures a community of inventors and innovators. The lab promotes a culture of play, exploration, and collaboration, offering cutting-edge technology to bring ideas to life and drive innovation.

The RIT Program Modules:

Module 1: Introduction to Computer Programming and Self-Learning

In this module, students establish foundational tools and learning skills for their programming journey. They engage in visual programming through Scratch, practice communication skills, and explore self-learning resources, setting the stage for their programming education.

Module 2: Basics of Java Programming

Module 2 focuses on building a solid understanding of computer programming fundamentals using Java. Students tackle small assignments, work on problem-solving techniques, and learn about compiler functionality and programming simple games.

Module 3: Advanced Java Programming and Web Development

Students delve deeper into Java programming and object-oriented principles. The module introduces web development technologies (HTML, CSS, JavaScript) and emphasizes practical application through interactive diaries.

Module 4: Advanced Java Programming and Software Architecture

Module 4 advances students' expertise in Java programming, emphasizing software architecture and design patterns. Students gain proficiency in using an SQLite database and version control with git and GitHub.

The RIT Program's Objective:

The RIT Program's objective is to provide CSE students with enhanced knowledge and practical skills in computer programming and software engineering. It focuses on hands-on learning through practical assignments, fostering a self-learning mindset, and promoting exploration of software engineering topics beyond the curriculum. By emphasizing practicality, best practices, and continuous improvement, the program aims to empower students to become skilled and resourceful software engineers.

Student Selection Procedure:

The selection procedure comprises an exam based on soft skills and an interview. The exam assesses

qualities such as adaptability, teamwork, stress management, and decision-making. Selected candidates proceed to the interview stage, where they demonstrate their motivation, knowledge of the program, and project development ideas. The procedure ensures students possess the necessary soft skills and alignment with the program's objectives.

Certification and Outcome:

Upon successful completion of the RIT Program, students receive certifications based on performance. The program's outcomes include enhanced knowledge and skills, practical application of programming concepts, a self-learning mindset, improved communication and collaboration, exposure to industry tools, and career readiness. Additionally, the program has advanced the institute's reputation by providing a comprehensive and practical education in computer programming and software engineering.

The RIT Program, a collaborative effort by Sanskrithi School of Engineering, RISE, and INSO, equips students with the skills, knowledge, and mindset to excel in computer programming and software engineering. The program's focus on practical assignments, self-learning, and industry relevance prepares students for real-world challenges and fosters a passion for continuous improvement. Through the collaboration between these institutions, the RIT Program creates a unique and dynamic learning experience, shaping the next generation of skilled and resourceful software engineers.

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

5. CONCLUSION

Additional Information :

Sanskriti School of Engineering boasts a pristine and eco-friendly campus that harmoniously combines cleanliness and sustainability. The campus is meticulously maintained, radiating an aura of neatness and orderliness. Immaculate pathways wind through lush gardens and manicured lawns, creating a serene and inviting atmosphere for students and faculty alike.

With a commitment to environmental stewardship, the college has integrated eco-conscious practices into its infrastructure. The architecture seamlessly merges with the verdant surroundings, promoting a sense of coexistence with nature. The campus is adorned with recycling stations, solar panels, and energy-efficient lighting, underscoring its dedication to a green lifestyle.

The clean and green ambiance at Sanskriti School of Engineering not only nurtures academic excellence but also instills in its members a sense of responsibility towards the planet. The institution stands as a testament to the harmonious blend of modern education and ecological mindfulness, inspiring its community to uphold the values of cleanliness and sustainability for a better future.

In addition Sanskriti also provides the RIT Program, a collaboration between Sanskriti School of Engineering, RISE, and INSO, empowers students in computer programming and software engineering. RISE, a digital systems leader since the 1990s, spans regions like Qatar, UAE, and Brazil. INSO, rooted in RISE and founded in 2004, thrives as a digital technology innovator.

The SSE-RISE Fab Lab fosters innovation by providing cutting-edge tools. The program comprises four modules:

Module 1 introduces programming and self-learning.

Module 2 emphasizes Java programming basics.

Module 3 covers advanced Java and web development.

Module 4 dives into software architecture and advanced Java.

The program aims to enhance practical skills, self-learning, and industry readiness. Selection includes a soft skills exam and an alignment-focused interview. Successful candidates gain certifications and practical skills, becoming adept software engineers. This partnership-driven program exemplifies excellence in software engineering and equips students for real-world challenges.

Concluding Remarks :

In conclusion, Sanskriti School of Engineering (SSE) stands as a paragon of excellence and dedication to a comprehensive education. Through meticulous curriculum design, a focus on Outcome-Based Education (OBE), and alignment with industry requisites, SSE ensures students are well-prepared for the evolving professional landscape.

SSE's devotion to fostering a culture of research, innovation, and entrepreneurship is laudable. By providing valuable insights to students and faculty, the institution contributes not only to academia but also addresses real-world societal issues. The stress on nurturing leadership skills, respecting intellectual property rights, and nurturing industry-academia partnerships reflects SSE's commitment to producing well-rounded individuals who can make meaningful contributions across various sectors.

The institution's infrastructure and learning resources are thoughtfully created to cultivate an environment conducive to both academic and personal advancement. From cutting-edge classrooms and laboratories to an extensive library and abundant online resources, SSE ensures students have access to the necessary tools for a comprehensive education. Additionally, the integration of extracurricular facilities like sports grounds, gyms, and cultural centers further enhances students' overall experience.

SSE's student-centric approach is apparent through its array of support mechanisms. The institute not only provides scholarships and financial aid but also prioritizes bolstering students' employability through training, placements, and participation in competitive examinations. The institution's dedication to addressing concerns and nurturing alumni relationships guarantees that students' voices are heard and their accomplishments celebrated even beyond graduation.

Governance and leadership at SSE exhibit a strategic viewpoint that emphasizes continuous enhancement. Granting autonomy to department heads and the pivotal role of the Internal Quality Assurance Cell (IQAC) in evaluating and refining processes underscores the institute's commitment to upholding and elevating educational benchmarks.

SSE's adherence to institutional values, best practices, and innovative initiatives attests to its dedication to comprehensive education and societal responsibility. Efforts to promote gender equality, ensure campus sustainability, and cater to differently-abled individuals showcase a profound inclusivity and social awareness.

In sum, Sanskrithi School of Engineering (SSE) emerges as an institution that not only imparts knowledge but also nurtures character, innovation, and a sense of responsibility in its students. By amalgamating academic distinction, industry pertinence, and a commitment to societal advancement, SSE shapes individuals who are not only adept professionals but also responsible global citizens. Through its forward-looking approach and dedication to transformative education, SSE is poised to continue making a positive impact on students, the community, and the world at large.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|----|------|----|-------|------|---------|---------|---------|---------|---------|------|------|------|------|-------|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification : Answer After DVV Verification :29 Remark : DVV has made changes as per the report shared by HEI</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.1 | <p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>61</td> <td>64</td> <td>60</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>65</td> <td>65</td> <td>65</td> <td>56</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 62 | 61 | 64 | 60 | 32 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 65 | 65 | 65 | 65 | 56 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 62 | 61 | 64 | 60 | 32 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 65 | 65 | 65 | 65 | 56 | | | | | | | | | | | | | | | | | |
| 3.1.1 | <p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>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) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.06</td> <td>0</td> <td>14.12</td> <td>7.58</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.00</td> <td>4.06</td> <td>0.00</td> <td>0.20</td> <td>21.50</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1 | 4.06 | 0 | 14.12 | 7.58 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1.00 | 4.06 | 0.00 | 0.20 | 21.50 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1 | 4.06 | 0 | 14.12 | 7.58 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1.00 | 4.06 | 0.00 | 0.20 | 21.50 | | | | | | | | | | | | | | | | | |
| 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> | | | | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34 | 33 | 17 | 10 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 11 | 14 | 04 | 04 |

Remark : DVV has made changes as per the report shared by HEI

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.*

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : DVV has made changes as per the report shared by HEI

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 170 | 177 | 128 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 170 | 174 | 128 | 0 | 0 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 188 | 182 | 160 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|-----|-----|-----|-----|---|
| 177 | 174 | 150 | 157 | 0 |
|-----|-----|-----|-----|---|

Remark : DVV has made changes as per the report shared by HEI

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16 | 35 | 0 | 14 | 3 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16 | 34 | 0 | 14 | 3 |

Remark : DVV has made changes as per the report shared by HEI

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 48 | 15 | 33 | 54 | 52 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 09 | 08 | 07 | 10 | 08 |

Remark : DVV has made changes as per the report shared by HEI

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40 | 38 | 23 | 35 | 18 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 27 | 14 | 31 | 22 |

Remark : DVV has made changes as per the report shared by HEI

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 66 | 58 | 52 | 75 | 55 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 66 | 33 | 37 | 34 | 24 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 41 | 32 | 34 | 39 | 57 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 37 | 37 | 37 | 37 |

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|---|
| 1.1 | Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 163 |

Answer after DVV Verification : 140

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62 | 61 | 64 | 60 | 32 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 54 | 53 | 46 | 44 | 26 |