



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SANSKRITHI SCHOOL OF ENGINEERING
C-54957**

**Puttaparthi
Andhra Pradesh
515134**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SANSKRITHI SCHOOL OF ENGINEERING Puttaparthi Andhra Pradesh 515134	
2.Year of Establishment	2015	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	5	
Programmes/Course offered:	5	
Permanent Faculty Members:	63	
Permanent Support Staff:	37	
Students:	1096	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in the rural area 2. industry collaboration 3. Skill development center set up by AP govt	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 24-01-2024 To : 25-01-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ABHAY KUMAR	Director,IIIT Agartala
Member Co-ordinator:	DR. AMAR NATH NAYAK	Professor,VEER SURENDRA SAI UNIVERSITY OF TECHNOLOGY BURLA
Member:	DR. RANGANATH GURAPPA	Principal,ADHIYAMAAN COLLEGE OF ENGINEERING
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

1.1.1 Sanskrithi 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. To facilitate the smooth execution of the curriculum, Academic Calendar is prepared which is aligned 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. 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).

1.1.2 The institution's curriculum actively integrates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics as a part of the curriculum as prescribed, contributing to a 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.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	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
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2	
2.3.1	The institute prioritizes a student-centered approach to foster active engagement through participative learning and problem-solving methodologies. However, institute needs to focus on use of modern social media tools to enhance the joy of learning through variety of apps and Various interactive methods.
2.5.1	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 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.
2.6.1	for ensuring Outcome-Based Education (OBE), the institute formulates the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This process involves extensive consultation with faculty members and stakeholders to achieve a consensus. These outcomes are widely disseminated and communicated through various platforms, including the institution's official website. Through this 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.
2.6.2.	programme attainment with reference to CO and PO are calculated and arrived at. This exercise happens every semester. 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. Mid examinations are conducted twice a semester and comprehensively cover the evaluation of relevant COs. 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. 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.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

3.2.1 The institute need to strengthen IPR activities, Incubation activities and start up culture in the campus.

3.4.1 The institute extends its responsibility towards the local community and society at large. 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.

3.4.2 The college received Appreciation Award from HCL for its commendable efforts in hiring and talent development within the rural community. These activities need to be strengthened so as to secure appreciation from government/govt recognized bodies.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

4.1.1 The campus is Wi-Fi enabled, offering students access to e-learning resources for assignments and projects. Classrooms are adequate. However, there is need of updation and extension of internet connectivity right upto hostel. ICT enabled classrooms/smart classrooms need to be enhanced. Also the equipment in the laboratories need to be updated with newer version. Workshops need to be extensive.

4.2.1 The college 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 partially equipped with the ILMS and ECAP software, operating in a partial automatic mode with version 1.0. Adopting an Open Access System.

4.3.1 The institute boasts a high-speed campus-wide network with a bandwidth of 100 Mbps, catering to the needs of both faculty and students. However, IT facilities seems inadequate. The internet facility has been extended to hostellers but wifi speed need to be enhanced for better access.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

5.4.1 Registered alumni association exists. However, Since the institute is new entity, alumni of the institute needs a larger gap in order to contribute financially adnotherwise to the Activities of the college.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>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</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	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

Qualitative analysis of Criterion 6

6.1.1 BOG meetings are held periodically and important decisions pertaining to college development is being taken. NEP implementation is its infancy however, Digilocker /ABC enrollment have been initiated.

6.2.1 The institute has deployed perspective/strategic plan so the institutional bodies become effective and efficient. This will also enable institute to develop a robust mechanism for all related policies such as HR, research policy etc.

6.3.1 The institute needs to strengthen performance appraisal system for faculty/staff. Colleges takes good measures for welfare such as maternity leave etc. But facilities such as CPF/NPS etc need to be introduced besides having other welfare measures.

6.4.1 The institute ensures professional and diligent management of its financial resources. All financial transactions are documented including accounts for receipts and payments, balance sheets, and income and expense accounts. Corpus Donation and Trust Contribution has been received and needs to be strengthened. 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.

6.5.1. The IQAC has also taken proactive steps to implement eco-friendly practices on campus through the Green Club. Regular feedback from all stakeholders is sought to ensure the effective and result-oriented implementation of these practices. 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. However, IQAC needs to be constituted as per NAAC norms and should play active roles in Teaching learning quality implementation, NEP implementation, IKS dissemination etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7	
7.1.1	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. 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.
7.1.4	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.

7.2.1 Best Practice 1 Title of the Practice: Saiprudent Scholarship Program. 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. 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. Finally,, 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.

II. MOUs and 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. 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.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

1. Strong management
2. Colloboration with industry
3. Skill development center set up by AP govt
4. Good infrastructure

5. Catering to rural population of the society

Weaknesses:

1. Locational disadvantage
2. Inadequate number of doctorate faculty members
3. Inadequate sponsored research projects/research publications
4. Poor diversity of students and faculty members
5. Inadequate research facilities/incentives
6. Inadequate faculty cadre ratio

Opportunities:

1. Opportunity to come up as leading technical institute in this area
2. To collaborate with industries abroad with management initiative
3. To extend robust outreach activities in this backward area of the state

Challenges:

1. To have wide student diversity
2. To recruit and retain quality teaching fraternity
3. to undertake research activities
4. To inculcate an environment of start up and incubation culture
5. To cope up with competitions offered by new and privately managed institutions coming up.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- To recruit psychiatrics counsellor for students. To have inhouse medical facility specially for girl students.
- Remove obsolence in the laboratories and purchase of new equipments
- All policies such as HR, Promotion etc be drafted and implemented
- Faculty cadre ratio should be optimal. More number of qualified Ph.D holder faculty members be recruited.
- An ecosystem for research, incubation be created in the campus

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ABHAY KUMAR	Chairperson	
2	DR. AMAR NATH NAYAK	Member Co-ordinator	
3	DR. RANGANATH GURAPPA	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date