



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING (DEEMED TO BE UNIVERSITY)

SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING, (DEEMED TO BE
UNIVERSITY), VIDYAGIRI, PRASANTHI NILAYAM-515134 ANANTAPURAMU
DISTRICT
515134
www.sssihl.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Sathya Sai Institute of Higher Learning (SSSIHL) is a manifestation of the vision of value based integral education of the Revered Founder Chancellor, Bhagawan Sri Sathya Sai Baba to develop students into professionally sound, socially responsible and spiritually aware individuals. This is a modern *Gurukula* where academic excellence and all round personality development go hand in hand. A unique feature of the Institute is that it offers **Quality education to all its student without creating any financial burden on them**. The Institute bears the cost of education of all its students which amounts to nearly Rs. 2.5 lakhs per annum per student irrespective of caste, creed, region, and religion across all the programmes of study.

The Revered Founder Chancellor has said-

The modern educational system has failed to promote in the young such qualities as love, forbearance and fortitude. Education without self-control is no education at all. True education should make a person compassionate and humane. It should not make him self-centered and narrow minded. He should be keen to serve society rather than be preoccupied with his own acquisitive aspirations. It should imbue the student with a sense of humility, which is the hall-mark of right education. (20-1-1986).

Bharat Ratna Dr. APJ Abdul Kalam, the then President of India said at the 21st Convocation of the Sri Sathya Sai Institute of Higher Learning on 22nd November 2002:

“The purpose of real education is to initiate a learning process that transforms students into good human beings with knowledge and value systems. Is values-based education possible? Sri Sathya Sai Institute of Higher Learning has given an answer in the affirmative..”

Sri Sathya Sai Institute of Higher Learning, Deemed-to-be-University was established in November, 1981. Presently it comprises four campuses viz.,

1. Prasanthi Nilayam Campus (main) for men at Prasanthi Nilayam (Puttaparthi), Andhra Pradesh as its headquarters
2. Anantapur Campus (off-campus) for women at Anantapur, Andhra Pradesh;
3. Brindavan Campus (off-campus) for men at Kadugodi, Bangalore, Karnataka; and
4. Muddenahalli Campus (off-campus) for men at Chickballapur, Karnataka

Vision

To assist generations of students to acquire Self-knowledge (*Atma Vidya*) and Self-confidence (*Atma Vishwas*), so as to cultivate Self-sacrifice and earn Self-realisation; thereby moulding them into leaders who will benefit society.

Mission

To mould well-rounded holistic individuals – professionally sound, socially responsible and spiritually aware – who embody noble values and a right attitude, through *Educare* (Integral Education based on Human Values) that caters to the physical, intellectual, emotional, psychological and spiritual dimensions of the human personality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Revered Founder Chancellor exhorted, ‘**Education is for life and not merely for a living**’, based on this dictum Institute helps a student to integrate Spiritual, Ethical and Moral education with secular education. resulting in the development of **Head, Heart and Hand**.

The Institute provides **modern infrastructure** to the students like 95% digital classrooms, 1 gbps high speed broadband connectivity, well-equipped libraries, state-of-the-art Research Facilities and student computer ratio of 2:1.

Academic Excellence- 69% of faculty members are PhD’s and 15% are pursuing their PhD.

The pass percentage of students in all programs ranges from 95% and 96%. 40% of the students secure distinction in examinations and 50% of students qualify in national competitive exams. In the curriculum, students are exposed to life lessons in forums like Summer Course in Indian and Spirituality, Awareness Courses, Moral Classes, Foyer talks.

Socially Relevant Research topics are chosen with great diligence, leading to basic translational research viz. Chondocyte cell culture, COVID diagnostic kit, malnutrition management, Multi-modal microscope, deflouridation. Values in Management etc.

Hostel runs as a **self-sufficient unit** where the students take care of all activities of the hostel without any external support and these enable students to become self-confident and independent. SSSIHL has student representation from almost all the states of India making it rich in diversity. This helps in a healthy exchange of ideas, beliefs and facilitates mutual appreciation of cultural nuances.

The students are trained to overcome their **physical limitations** and strive for excellence through events like Annual Sports and Cultural Meet’ comprising Bike stunts, Gymnastics, Rope stunts, Dragon dance, Puppet Show, Dramas to list a few.

The students are encouraged to experience the deep inner satisfaction of selfless service by participating in *Grama Seva*, which has now evolved to become Village Empowerment Programme.

Spirit of Camaraderie- The students live in the hostels in a spirit of camaraderie. One alumnus recalls, “*When I entered the hostel for the first time, the seniors came forward and helped me to feel at home. Ragging is unheard of in Sri Sathya Sai Hostels.*”

Institutional Weakness

- The newly admitted students in this Integral system of Education, in the initial stages, may have some difficulties to adjust to the schedule. Nevertheless, the same students after a couple of months of practicing the schedule appreciate the importance and significance of training in time management provided at SSSIHL and continue to practice the same in future life. The induction program of the students conducted as per the UGC norms helps in addressing the weakness of acclimatizing the students to this unique system of education.

Institutional Opportunity

- Conducive atmosphere for students to achieve academic excellence.
- Lot of opportunities for students to develop and chisel their academic skills and talents.
- Students can go beyond the mundane to enquire and explore the real purpose of life and inculcate virtues of ethical and moral living.
- As the Institute is in a rural setup and has two world-class super specialty hospitals as sister organizations, there is an immense potential to undertake need based research for the benefit of the society.

Institutional Challenge

- Competing and changing demands of the society creates lot of stress in the minds of students. This coupled with so many distractions, temptations and instant gratifications becomes the biggest challenge to make young minds to understand the efficacy of virtues like self-control and self-sufficiency and inspire them to dive deep within to know the true purpose of life.
- Practicing the ideals of the Sri Sathya Sai System of Integral Education by the students throughout their life time and being contributor to wellness of the Society.
- Contemplating on multi-disciplinary programmes and advanced research with a policy on social relevance for the neighbourhood and the society.
- To increase the visibility of the good work being done in the Institute and improve its perception in the society. Institute has embarked on having a considerable social media presence with regular posts about the different developments and achievements at the Institute in academics, research and integral items on social media platforms like Facebook, LinkedIn, Twitter etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As elucidated by Revered Founder Chancellor- *Education is for life and not merely for living*; curriculum is designed to make the students **Professionally Sound, Socially Responsible and Spiritually Aware**. The Institute introduces interdisciplinary and practical oriented courses from time-to-time keeping in view the societal/academic requirements based on the national and global trends. Programmes like Bachelor's and Master's in Food & Nutritional Sciences; Master's in Data Science and Computing; Specializations in Actuarial Sciences, Materials Science and Financial Economics in Mathematics, Physics and Economics respectively at the Master's level; and Professional Programmes such as MBA, M.Tech.(Computer Science) and M.Tech.(Optoelectronics and Communications) have been introduced.

Courses at the UG level with three subject combinations provide the students the flexibility in choosing one out of the three subject combinations for their career path.

In the last five years, 39 Boards of Studies were held and 34 courses have been modified. 4 new Programmes- M.Sc.(Data Science and Computing), BPA(Music), B.Sc.(Hons) in Computer Science, B.Sc.(Hons.) in M/CS/S have been introduced.

In designing and updating the curriculum, the faculty takes inputs from external experts of the industry & academia, visiting faculty, alumni etc. and these inputs are presented in the Board of Studies which after approval are put for ratification in the Academic Council.

Inputs from a confidential online feedback from the students, a structured feedback from alumni and employers of students at the end of every semester are also taken into consideration in this process to ensure that there is no gap between what is imparted and what is expected.

Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) as specified by NAAC have been incorporated in all the courses of study and are updated. <http://sssihl.edu.in/sssuniversity/Accreditation.aspx>

To appreciate the true purpose of life and the rich cultural heritage of Indian and the world, students go through Awareness course (UG: 6, PG: 4: PP: 4, BPA:8 papers) as part of the curriculum right from inception of the Institute. The Environment Course at undergraduate level is part of the curriculum from 1995-96 to sensitize the students about the environmental challenges being faced by the society.

Teaching-learning and Evaluation

Percentage of faculty members having Ph.D. is 69 % and another 15% are pursuing doctoral research programmes. 8% of the faculty members are professors, 29% are associate professors and 59% are assistant professors. The Institute has a healthy student to teacher ratio of 8:1. Mentorship is implemented to ensure holistic development of the students. The Institute has a unique facet of having few faculty members as residential teachers who act as role models and are readily available for clarifications of the students with respect to academics and life.

Students represent 26 out of the 29 states in India on an average in the last five years making it a vibrant and diverse community. The compulsory residential system and spirit of self-reliance develops dignity of labour, respect for work and soft skills in students and provides them a broader outlook by involving them in activities as given in the URL: <http://sssihl.edu.in/sssuniversity/IntegralEducation/SpiritofSelfReliance.aspx>

The Institute has a high student-computer ratio 2:1 and the latest teaching aids like Smart Class rooms, LCD projectors, magnetic white boards, video-conferencing, PC on stick, dedicated internet facility etc.

The Student pass percentage for all courses is consistently around 95 – 98% in undergraduate programmes and 96 – 99 % in postgraduate and professional programmes at the Institute for the last five assessment years on an average. Pass percentage of each year can be viewed in the URL: <http://sssihl.edu.in/sssuniversity/ResourcesHelp/Publications.aspx>

The Institute runs with clockwork precision. The academic calendar is prepared and shared well in advance clearly mentioning all the important events of that academic year. Results are declared within 30 days for Undergraduate programmes and on account of double evaluation of End Semester Examination papers and Project work at Post graduate and Professional levels the declaration of results may go up to 60 days at times.

The student of the Institute also gets valuable inputs on the latest trends in their respective fields, cutting edge research, exposure to best industrial practices and life lessons from around 144 visiting faculty (From academia: 62, Industry: 88 , Indian: 142 , Foreign: 2), guest lecturers and alumni in any given academic year.

Research, Innovations and Extension

Revered Founder Chancellor said that the research at SSSIHL should ultimately lead to societal benefits. The research activities at SSSIHL envision exploration and promotion of socially relevant, rural empowerment studies, translational Science research encompassing three domains - **Health, Environment and Energy**.

There have been interdisciplinary collaborations of different departments of SSSIHL with its sister organization of Sri Sathya Sai Institute of Higher Medical Sciences (SSSIHMS) and also external agencies to enrich this research focus- <https://www.sssihl.edu.in/research/research-spotlight/>

The research thrust of the university has given a fillip to the number of PhDs awarded in the assessment period. No. of Ph.Ds have gone up by 30%. Presently 118 research scholars are on rolls.

24 Research projects from 22 agencies were completed in the last five years with value of ₹ 8.69 crores. Funding was received from agencies like UGC, DBT, DRDO, ISRO, DAE, SERB, SONERA, TATA, UMBC, ZENTRON, CYBER, JAIST, SKAN Research Lab Pvt. Ltd., Devic Earth Pvt. Ltd., Twastrix, Herald Logic Pvt. Ltd., (HL), IBAB, OmiX Research and Diagnostics Laboratories Private Ltd., Labby Inc., Maestro Technologies, Inc., AJ Tech Research Labs, Lorven Biologics Pvt Ltd., etc.

An inter-disciplinary science colloquium is held once a fortnight where doctoral research scholars, teaching faculty, visiting experts share their research experiences with one another.

SSSIHL has established **Central Research Instrument Facility (CRIF)** with sophisticated characterization tools and equipment for carrying out translational interdisciplinary research in Physical, Biological, Chemical and Materials Science- <https://www.sssihl.edu.in/research/central-research-instruments-facility> &

<https://www.sssihl.edu.in/research/central-research-instruments-facility>

The Institute Industry Interface Cell (IIC) has been set up to streamline and monitor the research and innovation ecosystem at the Institute.

Village Empowerment Programme is being undertaken by the students and staff of the Institute during the year in select villages around Prasanthi Nilayam to find solutions to the local needs and issues through its outcome-based research activities in the dimensions of Health & Hygiene, Sanitation, Education, Green Initiatives and Rural Entrepreneurship.

Infrastructure and Learning Resources

The Sri Sathya Sai Institute of Higher Learning has four campuses with a total campus area of 223.6 acres and total built-up area of 59288 sq. mts. with green and serene ambience well equipped with two solar power plants and solar heating systems in all the hostels. Green Campuses which have facilities of solar power (2700 KWp), water harvesting, recycling of water, solid and liquid waste management.

Facilities in the different departments:

Department of Mathematics and Computer Science- <https://www.sssihl.edu.in/departments/mathematics-computer-science/>

Department of Physics- <https://www.sssihl.edu.in/departments/physics/>

Department of Chemistry- <https://www.sssihl.edu.in/departments/chemistry/>

Department of Biosciences- <https://www.sssihl.edu.in/departments/biosciences/>

Department of Food and Nutritional Sciences- <https://www.sssihl.edu.in/departments/food-nutritional-sciences/>

Central Research Instruments Facility (CRIF)- <https://www.sssihl.edu.in/research/central-research-instruments-facility/>

Central Research Laboratory (CRL)- <https://www.sssihl.edu.in/research/central-research-laboratories/>

Library- The Institute has libraries in each of the campuses with a total of 1,71,080 books, 6835 reference books and 136 peer reviewed journals, digital databases of EBSCO (8500) and SCIFINDER and 3228 audio-visual collections.

Institute has Microsoft Academic License, Kaspersky Endpoint Anti-Virus, Sophos XG Series Firewall in all the campuses. Language lab is equipped with Robotel Symposium Smartclass platform.

95% of all classrooms are smart class rooms. All four campuses have Computer Centres, English Language labs and Multimedia Learning Centres. The Institute has a high speed internet line of 1 Gbps provided under the National Knowledge Network (NKN) and the four campuses are connected through VPN. All campuses have 20- 30 mbps of internet connectivity.

Institute has total of 1138 computers and laptops, 93 projectors and 7 conference halls.

Students of all the campuses have access to world class sports and recreational facilities including one Hillview stadium and an indoor stadium- <https://www.sssihl.edu.in/about-us/facilities/>

The Institute has 3 auditoriums with 1000 capacity, residential quarters for teaching and non-teaching staff, and parking facilities provided at the office and residential areas.

Two state-of-the-art super specialty hospitals, two general hospitals, one planetarium, and two museums established by the Parent Trust are also available to the students and staff of the Institute.

Maintenance of campus infrastructure is taken care in a sustainable manner from time to time.

Student Support and Progression

Student Support: The orientation/ induction programme is conducted for freshers to assess their strengths and weaknesses to take corrective measures, identify opportunities for growth and challenges to face. Faculty members take up the task of mentoring the students and also support students through remedial classes.

Hostel functioning is taken care by the students and residential teachers under self-reliance with the guiding dictum of *Each lives for the other and all live for God*. <https://www.sssihl.edu.in/integral-education/physical-service>

Various committees address grievances and student issues at different levels like the Campus Hostel Management Committees (CHMC).

Awareness courses are offered to all the students where considerable emphasis is laid on resolving issues and dilemmas of inter-personal and social relevance.

The two general and super-specialty hospitals one each in Prasanthi Nilayam and Bengaluru run by the parent Trust, extends excellent free medical care to the students.

The Institute is disable friendly with availability of ramps, lifts and special toilets.

Student Progression: Students get wide exposure about latest trends, practical application and cutting-edge research from a pool of Academic and industrial experts in forums like departmental colloquia, guest lectures, endowment lectures, around 20 workshops and conferences per academic year and industrial visits once every year. Institute had 144 visiting faculty in the academic year 2019-20.

Institute conducts an outreach programme known as CATALYST with the alumni of the Institute to groom the students and secure them suitable employment opportunities in their chosen vocation. by helping graduating students in preparing resumes, application process, interview techniques, soft skills coaching and generating industrial and academic leads.

Students in their final year of science streams have the option of progressing to the respective master's programmes on securing a minimum CGPA 6/10 in their bachelor's programmes. Open-ended experiments of Physics department in final year undergraduation encourages research focus as students can explore the same

topic in details in PG and subsequently in research.

On an average 26% of the final year eligible students qualify in national exams like GATE; 10% for CSIR-UGC NET for JRF; 3% for JRF; 17% for UGC-NET(LS); JEST 6%; and 50% for CTET.

Governance, Leadership and Management

Governance- Sri Sathya Sai Institute of Higher Learning Trust provides the resources and gives direction on policies to the University. Document of Underlying philosophy and Core Purpose is shared with all in the organization which is the guiding light of functioning of the Institute. The Board of Management and The Academic Council assisted by other statutory bodies as mandated by UGC ensure that the academics and administration are in accordance with the high standards at SSSIHL. Best practices are standardized and shared across all the campuses. e- governance has been adopted by the Institute in Admissions, Examinations, Finance & Accounts. Strategic plan is effectively deployed in the functioning of the Institute.

Leadership-

To Be - to be a person of character

To Do is the style of leadership by personal example

To See and **To Tell** are the tools and techniques of leadership which follows from To Be and To Do.

These four *Mahavakyas* of Revered Founder Chancellor Bhagawan Sri Sathya Sai Baba are the undercurrent of all the processes and systems at SSSIHL where every employee strives for personal excellence and leads by personal example which inspires the students to become heroes of action and self-sacrifice coupled with humility, discipline and self-confidence.

Management- Organization Structure and clear definition of roles and responsibilities and initiatives like Campus Hostel Management Committee (CHMC), Introspection day, IQAC, Internal and External Academic and Administrative Audits (AAA), Syllabus Technical Review Committee (STRC) etc. ensure smooth functioning of the Institute. Faculty self-appraisals, teaching quality feedback of the students and inputs received from the Directors, HoDs and Controller of Examinations are considered in career advancement of the faculty. Advertisement, demonstration lecture and final selection interview by an expert panel comprises the recruitment process of teaching faculty. For appointment of administrators, the Institute follows the standard procedures prescribed by the UGC.

Teaching and Research Awards are given to exemplary teachers and researchers.

The Institute encourages faculty to participate/ organize national/international conferences/seminars, in-service training, research projects etc.

Institute applies for NIRF every year and in NIRF-2020, SSSIHL secured 75th Rank in the university category.

Institutional Values and Best Practices

In the words of Revered Founder Chancellor, Bhagawan Sri Sathya Sai Baba-

“The Sai educational institutions have been established not merely to enable students to earn a living but to make them acquire good traits, lead ideal lives, and give them ethical, moral and spiritual strength. I have established them with a view to inculcate love and teach good qualities to students. They will learn here humility, discipline and faith.”

“I have established these institutions to impart spiritual education as a main component and worldly education as a secondary one. Education should enable one to cultivate good qualities, character and devotion. The teaching of the Institute curricula is only the means employed for the end, namely, spiritual uplift, self-discovery and social service through love and detachment.”

“This will be a Gurukula - a place where teachers and taught will grow together in love and wisdom - and like the ancient system of education, it will develop in its students a broad outlook and promote virtues and morals, which serve to foster noble ideals in society.”

This Institute will be a temple of learning where youth are shaped into self-reliant, contented and enterprising heroes of action and self-sacrifice, for the purpose of serving humanity.

Unique achievements of SSSIHL since its inception:

- Socially relevant projects are undertaken
- Exposure to top academia and industrialists
- Committed and dedicated teaching fraternity
- Values-based Integral education
- Vibrant academic environment
- Holistic ambience catering to body, mind and spirit
- Rich student diversity
- No fees whatsoever is charged from students such as tuition fees, examination fees, laboratory fees etc.
- Preceptorial System
- Awareness Course
- Practice of Self-reliance at the hostels by students
- Annual Sports and Cultural Meet – 100% participation
- The Institute works with clockwork precision
- No student unrest at any point of time.
- No concept of Ragging at all in the hostels

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING (DEEMED TO BE UNIVERSITY)
Address	Sri Sathya Sai Institute of Higher Learning, (Deemed to be University), Vidyagiri, Prasanthi Nilayam-515134 Anantapuramu District
City	Prasanthi Nilayam
State	Andhra Pradesh
Pin	515134
Website	www.sssihl.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dr. C B Sanjeevi	08555-287239	8331034766	08555-286919	vc@sssihl.edu.in
IQAC / CIQA coordinator	Miss. P L Rani	08555-289840	9440125092	08555-286191	coordinatoriqac@sssihl.edu.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	10-11-1981
Status Prior to Establishment, If applicable	Other
Establishment Date	08-07-1971
Any Other, Please Specify	Anantapur College was affiliated to SV University

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Sri Sathya Sai Institute of Higher Learning, (Deemed to be University), Vid yagiri, Prasanth i Nilaya m-5151 34 Anan tapuram u District	Semi-urban	57.33	22364.23	Undergraduate, Postgraduate, Professional and Research Programmes		
<i>Institutes</i>	<i>Prasanthi Nilayam Campus (main)</i>	<i>Semi-urban</i>	<i>57.33</i>	<i>22364.23</i>	<i>Undergraduate, Postgraduate, Professional and</i>	<i>22-11-1980</i>	<i>10-11-1981</i>

	<i>Sri Sathya Sai Institute Of Higher Learning (deemed To Be University) Vidyagiri, Prasanthi Nilayam 515 134 Anantapuram District Andhra Pradesh India</i>				<i>Research Programmes</i>		
<i>Off Campus</i>	<i>Anantapur Campus, Sri Sathya Sai Institute Of Higher Learning, Anantapuram District, Anantapuram 515001, Andhra Pradesh, India</i>	<i>Urban</i>	<i>115.23</i>	<i>11952.48</i>	<i>Undergraduate, Postgraduate, Professional and Research Programmes</i>	<i>08-07-1971</i>	<i>10-11-1981</i>
<i>Off Campus</i>	<i>Brindavan Campus, Sri Sathya</i>	<i>Urban</i>	<i>35.55</i>	<i>19930.9</i>	<i>Undergraduate and Research Program</i>	<i>22-11-1969</i>	<i>14-09-1982</i>

	<i>Sai Institute Of Higher Learning, Bengaluru 560 067, Karnataka</i>				<i>mes</i>		
<i>Off Campus</i>	<i>Muddenahalli Campus, Sri Sathya Sai Institute Of Higher Learning, Sathya Sai Gama, Muddenahalli Village 562 101, Chickballapur District, Karnataka</i>	<i>Urban</i>	<i>8.1</i>	<i>4382.5</i>	<i>Undergraduate and Research Programmes</i>	<i>14-02-2009</i>	<i>02-04-2012</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	4
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	4
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>102037_2533_1_1578129150.pdf</td> </tr> <tr> <td>NCTE</td> <td>102037_2533_4_1605707005.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	102037_2533_1_1578129150.pdf	NCTE	102037_2533_4_1605707005.pdf	
SRA program	Document						
AICTE	102037_2533_1_1578129150.pdf						
NCTE	102037_2533_4_1605707005.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	14				49				103			
Recruited	9	5	0	14	29	20	0	49	67	32	0	99
Yet to Recruit	0				0				4			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				85
Recruited	72	13	0	85
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				8
Recruited	7	1	0	8
Yet to Recruit				0
On Contract	0	0	0	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.	9	5	0	21	19	0	42	20	0	116
M.Phil.	1	1	0	2	4	0	16	11	0	35
PG	9	4	0	18	24	0	67	32	0	154
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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	17	2	0	19
Visiting Professor	110	34	0	144

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Bio Sciences	K Gopinatha Rao	Kala Gopinatha Rao

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	161	401	7	0	569
	Female	126	219	5	0	350
	Others	0	0	0	0	0
PG	Male	96	179	1	0	276
	Female	45	90	2	0	137
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	2	5	0	0	7
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	6

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	64	116	0	0	180
Female	30	45	0	0	75
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A++	96	SSSIHL accreditation 2003.pdf
Cycle 2	Accreditation	A	3.66	NAAC JAN 2011 Certificate.pdf
Cycle 3	Accreditation	B++	2.9	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biosciences	View Document
Chemistry	View Document
Education	View Document
Food And Nutritional Sciences	View Document
Humanities And Social Sciences	View Document
Language And Literature	View Document
Management And Commerce	View Document
Mathematics And Computer Science	View Document
Music	View Document
Physics	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
26	26	25	22	26

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 10

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1376	1334	1330	1303	1345

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
447	467	465	466	489

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1252	1212	1232	1232	1269
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
65	109	46	84	21

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
661	658	532	545	911
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
166	153	145	142	146
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
175	175	175	166	166
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2452	2676	2649	2958	2718
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
232	181	181	175	187
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 125

4.4

Total number of computers in the campus for academic purpose

Response: 650

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
795	814	742	890	1127

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curricula of the programs offered at Sri Sathya Sai Institute of Higher Learning (Deemed to be University) is rooted and focused on regional, national, and global needs. Development of curricula is done by keeping the national policies and guidance issued by UGC, AICTE, NCTE, and so on (add. inf 1.1.1a)

For example MBA program outcome is as follows (add. inf 1.1.1b):

- To develop future professionals with integrity and character who are academically sound, socially responsible and spiritually aware – who embody noble values and a right attitude.
- Develop self-reliant and enterprising heroes of action and self-sacrifice who serve humanity.
- Such spiritually aware professionals will influence organizations through their personal example and ethical practices rooted in the teachings of Bhagawan Sri Sathya Sai Baba.
- Through Educare, (Integral Education based on Human Values) the programme caters to physical, intellectual, emotional, psychological and spiritual dimensions of the human personality.

Local/National Relevance:

Rural Development –

Course Objective

- To expose the students to a range of problems and concerns of Rural Areas.
- To make the students identify solutions utilizing ancient wisdom and modern management techniques for the above.

Course Outcomes:

At the end of this course, the student will be able to

- Acknowledge the challenges and opportunities involved in rural development.
- Understand the policies and principals involved in rural development, becoming a change agent in his local community.

Global Relevance:

Healthcare quality abd Accreditation

Course Objectives:

- This subject is intended to introduce students to concepts of quality of health services provided.
- They will be taught about the necessity and practice of quality assurance mechanisms and quality indicators recommended in accreditation requirements for healthcare organizations.

Course Outcomes:

- Students will be able to explain and compare continuous improvement processes, and using a variety of tools, design and build systems for measurement, analysis and accountability as they apply to healthcare settings.
- Students will be able to design high quality services that can best be configured, delivered and evaluated.
- Students will be able to learn norms and standards for accreditation of Healthcare organizations and adopt means of evaluation of such institutions.

Research:

Societal benefit is the core objective of research at Sri Sathya Sai Institute of Higher Learning (add inf 1.1.1c)

Regional:

Projects with local relevance are taken up by the institute viz.

- Finding a solutions for removal of excess fluoride content in the local groundwater.

National:

- Systematic investigations in the area of Fiscal Consolidation and Sustainable Public Debt focused on India for a period from 1980 to 2016, the major thrust of the work was examining the sustainability of fiscal policy by linking it with public debt.

Global:

- Development of low cost gamma camera and cost effective multi modal microscope as effective diagnostic tools in the field of disease detection, Development of Low cost Optical Coherence Tomography (OCT) for non-invasive imaging methodology in Ophthalmology and Cardiology.
- Development of COVID-19 diagnostic kit.
- Biosciences- Developing Chondrocyte cell culture for knee replacement surgeries, effective use of plant extracts for addressing the issue of malnutrition.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 25

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 25

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 84.09

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
567	562	456	439	756

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.	
Response: 24.8	
1.2.1.1 How many new courses were introduced within the last five years.	
Response: 820	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 3307	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).	
Response: 100	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 26	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in 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 into the Curriculum

Response:

Gender Issues:

Revered Founder Chancellor gave foremost importance to women education and women empowerment by first setting up a college for women in 1968 and emphasized that if a mother in a house is educated, then the whole family is taken care of. Gender Sensitization sessions are conducted at the institute at the end of the semester.

Alongside their academic interests, women students are encouraged to participate in sports, games and events like display on motor bikes, unicycles, acrobatics, gymnastics and so on to International audience.

Under the self-reliance activities, students pursue their hobbies like music, dramatics, yoga, brass band, *nadaswaram*, creative arts, tailoring etc. and professionals impart skills related to their hobbies.

The Revered Founder Chancellor earmarked 19th November every year as Ladies' Day, when the glory and exalted state of womanhood is highlighted. The Director of the women's campus coordinates the presentation of the same in front of the International audience.

Environment and sustainability: To create awareness in the students about the environmental issues, the institute has introduced a course 'Environmental Studies and Human Values' from 1995-96 for the undergraduate students. The activities such as Swachh Bharath Abhiyan, Green Campus, Water harvesting, recycling of waste water, use of renewable source of energy, waste management practices are part of replicable good practices at the Institute. The students and staff have planted nearly 9000 saplings in the last five years to augment the green cover around the campuses. As a part of finding solutions to the local cultural and environmental issues, students of MBA have taken up a project of empowering Rural Entrepreneurs of Nimmalakunta Village (25 Km from Puttaparthi) by creating market Linkages for reviving & saving the ancient craft that originated in 200 BC. This has provided means of livelihood to the artisans and prevented their migration to the cities in search of employment. Water quality monitoring and treatment is one of the thrust areas of research at SSSIHL.

Human Values and Professional Ethics

The Sri Sathya Sai System of Integral Education system mirrors to a large extent, the ancient Indian *Gurukula* system of education which takes care of self-development (life) and academic excellence (living). The students inculcate the virtues of cooperation, self-reliance, empathy, adaptability, discipline, and so on which become integral part of the student.

Awareness Courses based largely on Indian philosophical thought and lives of great men and women, enables students to view day-to-day real-world problems in the light of human values like Truth, Righteousness, Love, Peace and Non-violence, as expounded by the Founder Chancellor. The result intended is to develop clarity of thought and acceptance of alternative viewpoints.

Study Circles and Culture Classes: Faculty along with small groups of students meet periodically to discuss and get clarity on matters related to human values, professional ethics, reverence for nature, gender parity, and so on. Programmes and competitions reinforce Indian cultural practices.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 10

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 10

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 100

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1376	1334	1330	1303	1345

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 9.67

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 133

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 4.76

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
601	596	547	546	546

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 81.13

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
182	154	160	124	155

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Multiple mechanisms are used to identify **slow and advanced learners**, some of them are as follows

The **admission test process** comprises written tests to assess the fundamentals of the candidates for the course they apply to. This is followed by a personal interview through which the potential student's difficulty in a given subject(s) is identified for further support.

Campus wise orientation is done in the first week for all the students. Diagnostic tests are administered by departments during the orientation programme. Performance in these tests is used to identify advanced learners and slow learners. This helps the faculty to plan for their course delivery accordingly.

For Slow Learners:

Remedial classes start immediately for the students who fare poorly in the diagnostic tests and in the 1st set of Continuous Internal Evaluation. Bridge courses are offered by the departments, based on the need, to slow learners for them to improve their subject knowledge in a specific area. Slow learner's performance is monitored on a regular basis through the mechanism of Continuous Internal Assessment scheme of the Institute. Remedial classes are intensified for slow learners and those who improve in their performance in their subjects are shifted to the advanced learner's category.

The Head of the Department and the Director interact with the weak students on a one-on-one basis to identify where they need support on a regular basis. In addition to this, at the beginning of the next semester, once the results of the End Semester Examination of the previous semester are published, students facing difficulties in a particular subject(s) are given extra coaching.

For Advanced learners:

Advanced learners are encouraged to participate in various challenging exercises to harness their skills. They are encouraged to give presentations in departmental colloquia on the latest developments in their disciplines. They are also paired up with slow learners so that they can bring the slow learners to speed and, in the process, improve their concepts. In the academic year 2019-20, three students of MA Economics won the prestigious RBI Policy Challenge-2020 at the state and zonal rounds and were selected for the national level finals and two students of M.Sc. Data Science and Computing won IBM Hack Challenge-2020 as a special jury award. (Refer to Add inf. 2.2.1b and 2.2.1c)

The **compulsory residential system** of SSSIHL helps the students to overcome their academic deficiencies through tutorials by faculty, senior students and peers and on the social front, trains them to handle pressure and stress. Residential teachers who voluntarily stay with students on the campus or in the hostel take this responsibility in addition to their academic and administrative commitment. They are always available for the students to clarify any doubts regarding their subject or any other area.

Result of the process:

The pass percentage for all courses is consistently around 95% in undergraduate programmes and 96% in postgraduate and professional programmes at the Institute for the academic year. (Refer to Add. inf. 2.2.1a)

File Description	Document
Upload Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 8:1

File Description	Document
Any additional information	View Document

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

Response:

SSSIHL has student centric methods of learning to mould students into academically vibrant, professionally sound, socially responsible and spiritually aware individuals.

- **Student Centric Methods:** The course content is aligned to the POs, PSOs and COs as mentioned in 1.1.1 of this report. A variety of need based pedagogical techniques which enhance and stimulate learning are employed as listed below. Timely feedback is given to students so that necessary action can be taken for them to identify the areas where they need support.
- **Experiential Learning-** Business games for MBA, simulation, application projects on practical aspects in sister institutions, industrial visits and so on are some examples of experiential learning. For e.g. Department of Food and Nutritional Sciences gives the students exposure to problem solving techniques like preparation of diet charts and proposed diet for patients with chronic diseases based on the specific inputs from medical fraternity; food quality assessment and checking for food adulteration, preparation of bakery products with wholesome cereals and so on. The students are also exposed to the practical aspects of dietary section of SSSIHMS. In Rural Management course, students visit multiple rural setups, conduct feasibility studies to execute projects which can improve local villagers' lifestyle and financial wellbeing.
- **Participative Learning-** Student's point of view in class discussions is given importance by the faculty. In order to ensure that the learning is fun and concepts are reinforced, faculty make the class highly interactive to encourage participative learning. **Departmental Colloquia** are organized on a regular basis, with presentations being made by students, research students, faculty and experts from the academia and industry. This kindles interest in the students to gain in-depth exposure to the latest developments in their field of study. Students are also encouraged to present **Seminars** where they choose a topic from different areas of relevance and take up expository and comprehensive study based on research and analytical work done. They submit a written report and make a seminar presentation. This participative approach ensures that the students are well equipped to make presentations and also handle the questions which have been raised on the topic.
- **Problem solving methodologies-** Students are exposed to multiple methods of problem solving for e.g in subjects like Physics and Chemistry, they are encouraged to undertake **open ended experiments** and **mini projects**, to come out with new solutions after considering the various alternatives by using the technique of out-of-the-box thinking. In the case of Computer Science and

other subjects they are encouraged to use different softwares, write programs and simulate to understand various dimensions of a given problem. In Management, students study real life problems faced by local hospitals and retail outlets and may use lean six sigma technique to overcome the problem. Courses like **Entrepreneurship & Innovation** expose them to the issues faced by a start-up.

The main objective of using multiple pedagogies is to bring confidence in students and motivate them to pursue their dreams either in research or in business.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT tools for classroom teaching are used by ALL faculty of SSSIHL. The tools available are E-Guru (SSSIHL- LMS), Data projection system, Central NAS storage, VPN and Internet connectivity.

E-Guru is a learning management system developed in house at SSSIHL and is an all-in-one teaching and learning platform built on Moodle. It is highly flexible and fully customizable and scalable to any size. It is robust, secure and private. One can use anytime, anywhere, on any device. LMS is hosted on a secured (https) website. It is a cloud based solution with automatic data retention and regular backup. It is available 24/7.

E-Guru is integrated with Google Suite products using Learning Tools Interoperability (LTI) protocols. Users can access this LMS by using a computer, APP on mobile or Tab. This LMS supports all operating systems. All users are authenticated with username and password. Resources provided in LMS enable students to refer to study materials, activities provide opportunity to students to actively participate in multiple modes of learning.

LMS resources include Books, Files, Folders, Labels, Webpages and URLs. LMS activities include – Assignments, Attendance, Online Virtual White Board through Big Blue Button, Chat, Choice (Polls), Databases, External tools, Feedback, Forum, Glossary, Lesson structures, Quiz and Surveys.

E-Guru at SSSIHL is being effectively used for evaluation. It is capable of secured web browser which enables teachers to conduct exams in a secured manner.

Link for LMS- <https://lms.sssihl.edu.in/>

Data Projection Systems- Classrooms are well equipped with DLP projectors, projector screens, White boards, Audio/Visual equipment and PC on Stick facility/ Laptop/Desktops. Classrooms are connected with LAN/ Wi-Fi. Multimedia Learning Centres are available in campuses which have been upgraded to HD Polycom in addition to all the other ICT facilities. They are also equipped with Digital OHP devices.

Network & Internet Connectivity- The university has a **high-speed internet** Fiber line of 1 Gbps and is provided under the National Knowledge Network (NKN) from the Government of India. All the campuses of the Institute are having ILL over fiber with **20-30** Mbps speed.

VPN and SSL VPN- Secure site to site VPN is established to facilitate Intercampus resource sharing. Secure Socket Layer Virtual Private Network is facilitated to students, research scholars and faculty who need remote access to High end GP- GPUs, Parallel processing, High performance computing clusters, Virtual Clouds, HADOOP cluster for big data analytics.

This facilitates students and research scholars to solve high-end scientific and technology problems and provide innovative solutions especially in the current COVID-19 scenario.

NAS Storage- Institute has NAS storage drive available to all the institute staff & students for data storage and with a facility of retrieval in case of loss of data. It comes with an inbuilt anti-virus protection.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 9:1

2.3.3.1 Number of mentors

Response: 150

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.73

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 63.83

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
118	106	97	83	78

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 11.48

2.4.3.1 Total experience of full-time teachers

Response: 1905

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 1.33

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 40.88

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
38.52	40.70	39.74	30.66	54.78

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 5.28

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
65	109	46	84	21

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Examination Management System (EMS) is developed in house at Sri Sathya Sai Institute of Higher Learning strictly adhering to the norms prescribed by UGC/AICTE/NCTE with out any digrigration. The link for EMS is <https://exam.sssihi.edu.in/login/index.php> . This facilitates 100% automation of the entire examination process.

In an academic year there are 524 courses taken by around 1400+ students. Number of internal examinations each semester account for more than 2000 assessments in the system.

There are two options for conducting examinations, option 1 and option 2. Option 1 is conducting examinations online through the EMS portal using a quiz based system. This system has 16 types of questions like multiple choice, true/false, fill in the blanks, selecting missing words, short answers, random short answer matching, numerical, matching, calculated, calculated multichoice, numerical random calculation, long/essay question, drag and drop into text, drag and drop markers, drag and drop on to image, embedded answer. Option 2 is conducting paper and pen based examinations using the assignment module of EMS.

IT Integration:

- As a go green initiative, the examination question paper setting process has been converted from manual paper-based system to paperless electronic system which is called EDDRS (Electronic Data Dispatch & Receipt System) where in the invitation letters to the examiners to set question papers / synopsis and the valuation request letters to examiners for valuation of answer scripts are dispatched by the Examination section of SSSIHL.
- Digitalisation of question paper scrutiny board.
- The online examination portal includes various features like safe examination browser, randomisation of questions, randomisation of answers, candidate specific randomisation, candidate specific questions, and so on.
- The institute has a clear rule on responsible and ethical conduct of research which specifically addresses issues related to plagiarism.
- Institute has access to softwares like Urkund and Turnitin for plagiarism check of dissertations/research work.

- Processing of application, generation of admission hall tickets for admissions is completely online.

Examination Reforms:

- CIEs are conducted by the respective campuses in the block allocated by CoE uniformly across all campuses.
- End semester examination block is communicated to students well in advance through the academic calendar in the beginning of the academic year. <https://www.ssihl.edu.in/resources/academic-calendar/>
- Both internal and external evaluation methods are clearly communicated to students of all programs. Students in the undergraduate section must score a minimum overall score of 40 percent and post-graduate/professional courses must score 40 percent in external and over all of 50 percent to pass the examination.
- As part of dissertation and PhD programs, plagiarism check is mandatory. The plagiarism report has to be submitted along with final submission of dissertation/research which is duly signed by student, supervisor and head of the department.

With the use of technology by two evaluators has helped to shorten the evaluation process to 30 days.

Institute has shifted all its processes related to examination from offline to online mode.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Sri Sathya Sai Institute of Higher Learning (SSSIHL), since its inception (1982), has drafted all its programs with Program outcomes and specific learning outcomes were arrived at by involving all stakeholders of the institution. These are designed keeping the following in view:

- Students graduating from the institute should obtain purposeful education not only for living but for life. Hence education obtained in the institute must make students self-confident and help them inculcate the qualities of value based leadership and service.
- Graduates should be able to contribute to the needs of the country both current and future in all possible ways while abiding by the rules and regulations of the land.
- The programs are aligned with the stated vision and mission which states that the institute does not merely produce graduates but help students to develop qualities of self knowledge, self confidence, self sacrifice, and self realisation.

The course outcomes are aligned with the program outcomes and specific learning outcomes are in turn mapped to the course outcomes. The graduate attributes and expected learning outcomes are mentioned in the curriculum books available on SSSIHL website. (refer to additional information 2.6.2a and 2.6.2b)

The institute offers various bachelors, masters, and professional courses. The main graduate attributes of all these courses are to develop professionally skilled and competent students who can convert knowledge gained from books into action, build qualities of leadership with values, serve the society and nation, learn to balance personal and professional life.

The institute has mentioned very clearly all its learning outcomes for all its academic programs. These help to determine the type of pedagogy which should be adopted. To achieve the predetermined outcomes, feedback from faculty, alumni, students, and other stakeholders of the institute are collected and considered at regular intervals. (refer to additional information 2.6.2c)

At the beginning of the academic year, the course outcomes along with the syllabus are communicated to the students in an orientation programme conducted by the respective departments. Examinations act as a reflection of attainment of the desired course outcome.

The course objectives are clearly stated in the admission prospectus against each course. Activities held in respective departments are updated on a regular basis on the institute's website, LinkedIn page, Facebook, twitter, and so on in order to communicate the various methods and initiatives undertaken by the departments in the institute to enhance learning of the students and achieve set outcomes.

Methods elucidated in Bloom's taxonomy are adopted in order to achieve desired course outcomes.

Teaching feedback is taken from students at the end of every semester which are later analysed and the outcome of the same is communicated to heads and faculty of respective departments along with the IQAC team for further action.

Institute has developed a quantitative instrument through which course outcomes can be measured. A pilot study has been conducted which will be implemented across all courses in future.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

Institute has designed a tool to measure course outcomes for each course. It measures and assigns scores to each course outcome which helps the institute to keep a check on whether the course outcomes are met or not (the tool is enclosed as an attachment). However, to achieve desired outcomes, institute follows the following steps:

Setting the Outcome:

- Programme outcomes, Programme specific outcomes and course outcomes are formulated by the department in consultation with respective faculty members, external experts from academia and industry, alumni, and students. (additional information)

Delivering the Outcome:

- The delivery of set goals is done in two ways. One is through classroom teaching, second is through outside the classroom teaching which includes visits to industry, rural areas, colloquium talk by industry experts, organising management games, and so on which supplements the classroom teaching. (additional information)

Measuring the Outcome:

- The attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution using a method developed by the institute. (additional information)
- The outcome is measured through various modes which includes examinations and taking feedback from students, alumni, and employers.
- The feedback received helps the department/institute to revisit the set goals and also to understand if these are achieved and delivered.

Review:

- On design and review of syllabus and curriculum, a structured questionnaire is sent to employers, alumni, teaching faculty, and students.
- The responses received are shared with the HoD of respective departments who in turn analyse them and submit action taken reports to the administration which presents to the board of management.

Additional Information:

Additional to the instrument enclosed as attachment the following steps are followed to evaluate POs, PSOs, COs.

- Students are continuously assessed for the attainment of the POs, PSOs and COs in the Continuous Internal Evaluation (CIE) and End Semester Examinations (ESE) format of the university which comprises aspects of Tests, Assignments, Seminars, Quizzes, Problem Solving Exercises, mid-semester exams, Mini Projects, Class Participation, Computer Aided Testing, Oral Tests and so on.
- Pass percentage and performance on the job (based on the feedback) is an indication of the fruition of the programme and course outcomes.

Performance in Integral Items

Students in addition to academics are also evaluated on the integral items at SSSIHL. This evaluation is reflected as a CGPA in integral items in the final degree certificate. These integral items help in giving the

students a holistic and well-rounded personality which comprises of:

- Value added courses - which help students to pursue life and transferable skills.
- Participation in universal prayers, morning prayer to bring in inner connection and class participation.
- Games, sports and yoga asanas leads to learning and practice of skills, to encourage discipline, self-control, team work, and fair play

File Description	Document
Upload any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.76

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 437

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 447

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

- SSSIHL is an Institute of Higher Learning established with a vision to impart excellence in the field of Higher Education & Research integrated with Human Values. The Institute strives towards promotion of value oriented Teaching & Research in all aspects of SSSIHL's ecosystem.
- The Faculty are encouraged to carry out advanced research along with their teaching/training activities. They are provided with advanced facilities to support their research activities. The research output and the teaching components are taken into consideration for the career progression of the Faculty.
- The institute has made significant progress in promoting interdisciplinary research in areas such as Rapid Detection of Endemic Diseases, Diabetic Retinopathy, Development of Cost Effective Multi-Modal Microscope, Regenerative Medicine and Tissue Engineering. The Faculty are also actively collaborating with various organizations and external agencies in taking these programs forward.
- To add strength to the ongoing research activities, Sri Sathya Sai Central Trust (Parent Trust) with the Guidance and Blessings of Bhagawan Sri Sathya Sai Baba, the Founder Chancellor, has established 'Central Research Instruments Facility' (CRIF) at the Prasanthi Nilayam Campus of the Institute for the benefit and use of all the Faculty & Students across all the campuses.
- The Central Research Instruments Facility (CRIF) is designated to house all the advanced instrumentation, laboratories and facilities to promote multi-disciplinary research in the areas of Computer Sciences, Physics, Chemistry and Biology. Functional materials, Medicinal Chemistry, Phytochemistry, Disease Biology, Cell Biology, Structural Biology, Purification of Water and allied areas are some of the areas of focus. SSSIHL is also directing its efforts in advanced studies in Management, Economics, Leadership & Human Values, Philosophy and Indian Culture.
- The procurement procedures of the Institute for the capital and consumable items required for the Research & Training are in place and made simple to support the Faculty & Students.
- The Institute encourages its faculty to collaborate with various Institutes/Industries for their research activities and also apply for research grants from International/National Funding agencies, Industries and other Funding Sources. As per the norms of UGC, high standards of research output along with excellence in teaching & training is considered as one of the key criteria for the recruitment and promotion of faculty by the Institute.
- According to PhD Supervisor Regulations of the Institute, Professors and Associate Professors are recognized automatically as PhD supervisors, and Assistant Professors with required years of research experience, high quality research publications/patents are also recognized to supervise PhD students.

- IPR and Innovations Cell of the Institute has been established to encourage Innovation & Creativity of the researchers and to facilitate filing of patent applications of the inventions.
- The Institute encourages Faculty to establish network with other Universities/Research Institutes/Industries within India as well as abroad by entering into various collaborative agreements. The Institute has established Institute Industry Interface Cell (IIC) to facilitate the collaborative agreements. The Institute has currently entered into more than 50 MoUs for the benefit of faculty and students for research activities.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 44.52

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
69.82941	64.77941	44.57941	25.25000	18.18000

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 3.46

3.1.3.1 The number of teachers who received national / international fellowship / financial support

by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
4	7	6	5	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 590

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
118	118	118	118	118

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 10

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 579.73

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
129.8	19.73	81.78	283.92	64.5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years

(INR in Lakhs).

Response: 1318.42

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
107.10	800.07	200.96	122.29	88

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 1.3

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 43

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 166

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The Institute believes in innovatively solving issues in the areas of **health, environment, energy and economy.**

Understanding Disease Biology, Detection and Healing, Antibiotic Resistance, Medically relevant Natural products, Medical Imaging, Regenerative Medicine, Functional Materials- Micro-Nanomaterials, Plasmonic Nanomaterials, Bio-materials and Biosensors, Micronutrient and macronutrient malnutrition and chronic lifestyle disease are thrust areas of research.

SSSIHL is in the process of releasing COVID detection kit having both antigen and antibody detection capacity which can ascertain the stage of the disease in a patient and help in effective diagnosis and prognosis. We are also undertaking an *in vivo* mathematical modelling of COVID-19 to ascertain the viral infection, the viral load and the composition of anti-viral agents to be used for elimination of the virus. We are also exploring the combination of BCG vaccination and hydroxychloroquine as a vaccine for COVID-19.

In **Biosciences** department, an innovative autologous culturing of human chondrocytes for rejuvenation of osteoporotic or osteo-arthritic joints is underway. The department is also using artificial intelligence and machine learning tools to predict uro pathogen resistance in Urinary Tract Infection.

Food and Nutritional Sciences department is pursuing innovations like making edible straw and gut friendly symbiotic Indian red beverage mix as part of a functional foods. Chemistry department has developed a diagnostic device for cardiac troponin, an indicator of cardio health, dengue fever, perinatal depression and mobile phone-based bilirubin detection for neo-natal jaundice. At the department of **Physics**, researchers have created a breakthrough technology to invent a portable, cost-effective and high-resolution Gamma Camera system-SAIGC - for small organ imaging including non-invasive cancer imaging. In research is characterization of solid-electrolytes for Li-ion batteries-which contain solid electrolyte that conducts lithium ions, will overcome the major safety problems of the widely used lithium-ion batteries. In the field of **Environment**, the university is undertaking research in Water Quality Monitoring, Deflouridation and Removal of Toxic pollutants-**Chemistry** department is pursuing green methods for deflouridation, like deflouridation with tea and removal of Arsenic using Graphene sponge and nanotechnology. In the field of **Energy**, innovative research is being undertaken in Microbial Fuel cells, Fuel cells, Thermo electric materials, Perovskite Solar cells, Super Capacitors, Piezo-electric materials for Energy Harvesting and Green Building Technologies. **Physics** is focusing on the fabrication. In the field of Hydrogen Fuel Cell applications, the electrocatalytic behaviour of palladium (II) metal complexes of sulphur based ligands have been investigated for efficient hydrogen evolution reaction (HER).

In the dimension of Economy, research on Augmenting Income of Rural Households, Assessing the Impact of Financial Inclusion on Agrarian Incomes and Well-being, Credit Risk Management of Microfinance Institutions in India, Sustainable Consumption Patterns of Indians, relationship between Financial Growth and Economic growth is carried out.

Our MBA alumni-Sri Vijay Sai won prestigious #StartUpGrandChallenge of National Health Authority #AyushmanBharat and #PMJAY in the problem statement: *How to maximize beneficiary awareness*. This is given under URL <https://www.facebook.com/177925422917450/posts/626984141344907/?vh=e&extid=JUZXuGRfA5rRxFvl&d=w>

An Incubation center is being established in near future at SSSIHL.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 26

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	5	5	3

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 7

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	0	2	1

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function
2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 6

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.13

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 53

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 47

File Description	Document
Institutional data in prescribed format	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.12

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
48	32	21	40	28

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 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: 0.45

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	12	26	14

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.68

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 13.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

All consultancy services at SSSIHL shall be institutional.

There shall be three categories of consultancy Viz., Advisory Consultancy, Research Consultancy and General Consultancy.

1) Advisory Consultancy: Where in the services would involve scientific, technical or other professional advice provided to a needy from any organization purely on the basis of available expert knowledge and experience of individual(s), rendered outside SSSIHL and not envisaging the use of any facilities of SSSIHL.

2) Research Consultancy: Where in the services would involve the R&D activities undertaken through specific arrangements, agreed upon by the concerned Investigators/Institute for the purpose and shall cover

a) Sponsored Research: where in the research project is fully funded by the Collaborating Institute which can includes both technical services and research projects with specific aims and objectives. While, the

technical services do not necessarily generate IP, the research projects can possibly generate IP. SSSIHL and the collaborating Institute/Industry will make necessary arrangement for arriving at the terms and conditions of the project based on the nature, scope and possible outcome of the project(s). The terms and conditions can include financial, manpower, usage of instruments and also sharing of IP etc.,

b) Collaborative Research: Projects partially funded by the Collaborating Institute/Industry and supplemented by provision of inputs from SSSIHL such as extra manpower, infrastructural facilities and partial recurring expenditure etc., The collaborative projects could be with specific objectives and well defined expected outcomes/results, generally culminating in generation of Intellectual property. The collaborative projects could also be multi-institutional with the sharing of the project funding and also the research results/outcomes. The Institute and the partnering Institute(s)/Industries will make necessary arrangement for agreeing upon the terms and conditions based on the nature and scope of the project which can include resources, financials, manpower, instrument usage and also sharing of IP etc.,

3) General Consultancy: Wherein the services shall comprise scientific, technical, or other professional advice/assistance based on the available knowledge base/expertise at SSSIHL, and envisaging only minimum use of laboratory facilities for essential experimentation needed to meet the objectives of the consultancy agreement. General consultancy may *inter alia* cover

1. preparation of literature survey/feasibility studies, state of the art/project/technology forecasting reports;
2. interpretation and validation of test results and data, risks and hazard/environment impact analysis etc.,
3. design engineering
4. assistance in troubleshooting, productivity improvement, pollution abatement/control measures, energy conservation, waste utilization, technology assessment/evaluation.

Any consultancy assignment which does not strictly fall under the category of Advisory Consultancy and Research Consultancy shall be taken up as General Consultancy.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The Sri Sathya Sai Integral Education system lays ample stress on socio economic issues faced in rural India. As early as 1968-69 (founding year), students from our Brindavan Campus have been actively involved in undertaking service activities in neighboring villages.

A unique initiative of *Grama Seva* (village service) was undertaken for 15 years where the students and faculty of the Institute participated for nine days of their academic year in the service of almost 3,00,000 villagers spread over 150 villages. The service activity was aimed at the holistic development of the village. The entire project of Planning, Food Preparation, Packing, Logistics and Serving was managed by the Institute students, research scholars and teachers. As a result of this interaction, youth of the village under the guidance of the elders of the village used to clean the village and its surroundings. The programme sensitized the students on the conditions of village life.

From 2017 onwards this activity is carried out on a monthly basis especially in the Prasanthi Nilayam campus wherein the following modules of Village Empowerment Programme are focused on:

- Skill Development and Entrepreneurship
- Health & Hygiene
- Green initiatives- Planting of Coconut, Drumstick, curry leaf trees, etc. and nurturing a sense of ownership in the villagers- Many of the women in this region are anaemic as a result of which drumsticks, curry leaves, if consumed on a regular basis by the people who are anemic, it would be beneficial in improving the health of the people. Every product of the coconut tree would be beneficial to the household financially or otherwise
- Waste-to-wealth – the villagers are educated about the principle of Reduce, Recycle and Re-use

- Creating Awareness about State and Central government schemes
- Creating awareness about proper use of natural resources such as water
- Energy Harvesting
- Yoga

Impact of Extension activities on students:

It is very heartening to note that our Revered Founder Chancellor, through this rural outreach programme has touched the hearts of the students. The visible impacts on the students from the Village Empowerment program are:

- Inspires students to live their lives along a higher ideal
- Sensitizes them to the problems of our society, to rural life and the needs of lesser privileged sections of the community
- Trains students to work in teams and groups under constraints of time and resources
- Enables them to appreciate the joy associated with service
- Helps them understand the dignity of labour.

Other activities undertaken by the institute during the last five years-

- Periodic visits to the leper colony in the outskirts of Anantapur town
- Adult literacy programme for contingent staff and their children
- Cleaning of Chitravati river bed by removing garbage and litter
- Cleaning the public sheds in the Prasanthi Nilayam ashram and Gokulam (Cow sheds)
- Sai Bandhan- Outreach programme by the students to the patients who got treated in the Sri Sathya Sai Super Specialty hospitals
- Visit to old age homes which makes the students learn empathy and respect for elders

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 2

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 22

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	3	4	5

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 78.66

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
828	796	315	1653	1653

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 17.2

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
10	23	17	10	26

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs 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: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	2	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Sri Sathya Sai Institute of Higher Learning comprises a campus area of 200.77 acres and built up area of around 1,50,000 square meters. The institute has in total 125 classrooms, out of which 118 classrooms are equipped with projectors, network connection, laptops, and whiteboards. The main campus is connected by NKN at 1Gbps in addition to which campuses have Ill of 20-30mbps, NAS serves, VPNs, and so on.

The institute has sufficient facilities for teaching with respect to classrooms and teaching aids like projectors, whiteboards and so on. Expert teams from UGC and AICTE have inspected the facilities.

Overall laboratory facilities for teaching and research across four campuses are as follows:

Science Departments:

1. Department of Mathematics and Computer Science:

- Artificial Intelligence lab
- HPC lab
- PG labs
- M. Tech Labs

2. Department of Physics:

- Material Physics lab
- Photonics and Optoelectronics lab
- Electronics and Microprocessor Lab
- Networking Lab
- OCT facility
- Nuclear Physics Lab

3. Department of Chemistry:

- Organic Chemistry Lab
- Inorganic Chemistry Lab
- Physical Chemistry Lab
- Analytical Chemistry Lab
- Natural Products Lab
- Instrumentation Lab
- Water Analysis Lab
- Lab for Computational Chemistry
- Bioprocessing Lab

4. Department of Biosciences:

- Biotechnology Lab
- Basic Botany Lab
- Physiology Lab
- Basic Zoology Lab
- Microbial Fuel Cell Lab
- Fast Protein Liquid Chromatography Lab
- Microbiology Lab
- Mycology and Plant Pathology Lab
- Animal Cell Culture Lab
- Plant Tissue Culture Lab
- Flow Cytometry lab
- Instrumentation Lab
- Bioinformatics Lab
- Biochemistry Lab

- Molecular Biology Lab
- Research Lab
- Tissue Culture Lab
- Microbial Genomics and Wastewater analysis Laboratories

5. Department of Food and Nutritional Sciences:

- Biochemistry Lab
- Experimental and Clinical Nutrition Lab
- Food Chemistry and analytical Lab
- Food Processing and Technology Lab
- Food quality Control Lab
- Food Microbiology Lab
- Food science and Culinary Science Lab
- Nutritional Biochemistry and Human Physiology Lab
- Public Health and Nutritional Lab Research Lab

Common facilities (Central Research Instruments Facility)

- Scanning Electron Microscope (SEM)
- Transmission Electron Microscope (TEM)
- Nuclear Magnetic Resonance Spectrometer (NMR)
- Liquid chromatography–mass spectrometry / Gas Chromatography Mass Spectrometry
- Powder X-ray Diffractometer
- Vibrating Sample Magnetometer
- Optical & Thermal Characterization lab
- Advanced synthesis lab

- Liquid Nitrogen Plant
- Demineralized Water Plant for using in Research related work
- Gas Bank
- Gamma Camera Lab
- Raman Microscopy lab
- Femto-Second Laser Machining Lab
- Plasmonics Lab
- Bio-Safety (Level 1) Laboratory to do patient related research work at the Sri Sathya Sai Institute of Higher Medical Sciences (SSSIHMS) after taking approval from the Institutional Ethics Committee which is already in place at the Sri Sathya Sai Institute of Higher Learning.

Non-Science Departments:

Computer Labs:

Department of Economics

Department of Management and Commerce

language Lab in Department of English Language and Literature

Education:

- Physcology Lab
- Technology Lab
- Science Lab

In addition to all the above Common lab facilities include a recording studio, multi-media learning centres, campus level computer centres. the total number of systems which are available across campuses to students are 650. Institute also has 3 auditoriums in three campuses, seminar halls, and so on.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The Institute has adequate facilities for cultural and sports activities. Institute has Sri Sathya Sai Hill View Stadium and Sri Sathya Sai International Centre for Sports.

- The indoor stadium can be used by students and staff on a daily basis for playing volley-ball, basketball, squash, tennis, badminton, table-tennis, and also facilitates training in gymnastics, floor, horizontal, parallel bars, horizontal bars and roman rings along with floor exercises.
- It also hosts the annual International Yoga day where all the students participate and perform Yoga.
- When students from other campuses visit Prasanthi Nilayam, they are allowed to use the facilities at Prasanthi Nilayam.
- The Institute also has a cricket stadium called Sri Sathya Sai Hill View stadium inaugurated in 1998 and can accommodate 25,000 spectators.
- Facilities for track and field events are available in each campus.
- 60 to 70 different competitions are organized every year at the institute level which culminate in a grand spectacle of Annual Sports and Cultural Meet on January 11th every year. The event is telecasted live on Sri Sathya Sai Media Center Youtube page.
- All the campuses boast of fully equipped brass bands which play on all the important occasions of the Institutes' calendar. The Institute also has a Nadaswaram troupe - a traditional classical south Indian music form and panchavadyam troupe- a temple art form of Kerala. The Institute also has a Burra Katha troupe, an oral storytelling technique popular in the rural areas of Telangana and Andhra Pradesh.
- The Institute also organizes various literary, cultural and fine-art events like debate, elocution, essay writing, quiz, illustrative writing, pick and act, drama, orchestra, ethnic painting, classical and light music, mimicry, model making, clay modelling, creative carving, vedam and stotra chanting and so on.

Sports facilities:

Campus	Size	Established	Rate of use (Average number of students using this facility per day)
Anantapur	8 acres	1968	100%
Ground 1			

Throw Ball court 1			
Volleyball court 2			
Basketball court 1			
Ball badminton court 2			
Table tennis court 2			
Badminton court 1			
Kho-Kho 1			
Handball (Played in Track Area) 1			
Gymnasium			
Prasanthi Nilayam		2006	100%.
Sri Sathya Sai Hill View Stadium,	Outdoor stadium- 9 acres		
Sri Sathya Sai International Centre for Sports includes	Indoor stadium- 4.8 acres		
8 Badminton courts,			
8 Table tennis tables,			
1 Volleyball court,			
1 Basketball court,			
4 Tennis courts,			
2 Squash courts and			
Fully equipped			
Gymnasium.			
Brindavan	6 acres	1969	100%

1 Football			
1 Cricket ground			
2 Volley-ball court			
2 basket-ball court			
6 table-tennis court			
1 shuttle badminton court			
1 ball badminton court			
2 lawn tennis court			
1 roman ring facility			
Gymnasium			
Muddenahalli	8 acres	2011	100%
2 Basketball courts			
1 Volleyball Court			
1 Football field			
1 Cricket ground			
1 Shuttle Court			
2 Table Tennis Court			
1 Handball Court			
Gymnasium			

Auditoriums:

Campus	Size	Established	Rate of use (Average number of students using this facility per day)
ATP	575.66 sq.m.	1968	100% usage .

PSN	706.86 sqm.	1981
BRN	997.2 sq.m.	1969

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

General Campus Facilities:

- Campus has barrier free environment for physically challenged students and faculty with facilities like ramps and lifts.
- All the campuses and hostels have uninterrupted supply of purified RO water.
- CCTV cameras are installed in all important buildings, installations and hostels for surveillance and security.
- **Hostel** is a self-sufficient unit comprising students, scholars and hostel teachers, which adds to its vibrancy and helps in the holistic development of the students. It has different clubs under the aspect of 'self-reliance' where the students get a chance to pick up transferable and life skills like Electricals, Caprentry, Plumbing, Audiovisuals, Publications, Dietary services, Arts & Crafts, Managing cooperative societies, and so on.
- Hostel library is available to students in addition to the institute library for them to read inspiring literature, and an audiovisual section for them to listen to elevating music and view informative and ennobling videos.
- Sanitary napkins vending machine as part of women's sanitation is provided in the women's hostel and an incinerator is installed for their proper disposal.
- Institute has fire safety equipment installed based on the guidelines of the disaster response and fire services department.
- Staff quarters are provided to the faculty and non-teaching staff of the Institute based on their need.
- Power is sourced from the local electricity board and also from the in-campus solar panels. Diesel generators provide auxiliary power to all the crucial facilities including the hostels.
- The students and staff have access to General and Super specialty hospitals for health care provided totally free of cost run by the parent trust.
- The Sanathana Samksruti Museum and Chaitanya Jyoti Museum are available for students to study and understand the diverse cultures and spiritual thought of the world.
- **Sri Sathya Sai Space Theatre** is a dome theatre- the Spitz Space System 512 which provides a star field, 88 recognized constellations and 57 navigational stars, globular and open clusters, the Milky Way galaxy, the Magellanic Clouds and several nebulae of different types. Students witness weekly shows in this space theatre.
- The campus and hostels have separate banking facility and spacious parking facilities.
- Shopping centre and stores are available in each hostel
- The Institute has well paved and well-lit roads.
- Covered parking facility for all staff members.

Overall Ambience:

All the campuses are set in green surroundings with serene ambience and offer diverse resources like meditation halls, sprawling lawns with benches, well-maintained gardens, spacious classrooms, avenues dotted with vegetation, open corridors that enhance a stress-free learning atmosphere for the students and kindles creative thinking in them. 70-80% of the campuses are under green cover. Campuses have a dedicated gardening team on rolls to take care of the maintenance of the green areas. Due to access of the campuses to the global spiritual village, Prasanthi Nilayam, the students and staff are exposed to multi-cultural, multi-faith and diverse presentations and exhibitions round the year. This broadens the vision of the students and enriches their hearts.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 6.73

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
41.79342	60.78970	63.90480	62.34500	60.08668

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The Central Library is equipped with *Koha* software package which is an Integrated Library Management System (ILMS) with Bar Code Scanners that supports all in-house operations of the library and accessed through the on-line Public Access Catalogue (OPAC) within the campus premises.

Name of the ILMS: Koha

Nature of automation: Full automation

Version: 20.11

Year of automation: September, 2001

Facilities at Central Library: It has 10 computers (08 for digital library and 02 for OPAC). All 650 computers terminals in all campuses are connected to access the e-resources.

Total number of printers for public access: One networked printer with scanning facility.

Library facilities headsets to the users to access the video lectures i.e., Swayam, NPTEL etc., platforms.

Apart from central library at Prasanthi Nilayam campus, institute has library facility in Anathapur, Brindavan, and Muddenhalli campuses. All the libraries are equipped with KOHA software version 20.11 and are fully automated.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 32.27

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
29.20849	30.85208	28.36163	33.71652	39.21617

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 7.46

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 115

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 94.4

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 118

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

Sri Sathya Sai Institute of Higher Learning has a comprehensive IT policy document in place which governs the usage of Information technology resources by identified stakeholders of the institute.

The IT policy document addresses the usage and management of

- 1.Purchases of IT resources and equipments

2. User policy, data security and privacy
3. Obsolescence and disposal of electronic waste

Salient features of IT policy

1. Ensures that students and staff get an uninterrupted access to system in conducive environment for academic progress.
2. Considers the safety of data, information and supports physical safety of all staff, students and visitors and campus property by providing continuous surveillance.
3. Mandates the electronic waste disposal in a cost effective and environmental friendly manner.

Adherence to the policy

To provide an uninterrupted working environment, the Institute has provided Uninterrupted regulated power supply for all its resources. For critical systems redundant power sources are also provided. For long power outages generator power is available.

To provide a secure environment for academic progress, the IT policy ensures that the Endpoint Protection and Network Security system is in place.

The IT policy ensures both safety and security of data and Institute property and stakeholders. Robust servers and storage devices with auto-back up facility protects and safeguards teachers and student data. State of art Surveillance systems are installed in all the four campuses for protecting universities premises and ensuring the safety of all staff, students and visitors consistent with respect for the individuals' privacy

Periodically the IT team of the campus will perform an IT audit and recommend disposal of IT resources.

IT Infrastructure and Facilities

Hardware includes Desktop / laptops / server computing facility, Power back-up devices, Internet Access, Biometric devices, Network Devices wired/ wireless ,Data Storage devices, Surveillance camera devices to mention a few.

The institute has entered into Campus license agreements with Microsoft, Kaspersky Anti-Virus software, Urkund, Turnitin Anti- Plagiarism software, Sophos End-point security, EBSCO, Adobe, Tally, Saral Paypack, TDS Man and so on.

For connecting devices to the LAN, CAT6 cables are used for short distances, and for longer distances and for inter connection of buildings Fiber optic are used.

The IT policy allocates 1 Gbps NKN bandwidth and In addition to this all campuses are enabled with 20 to 30 Mbps 1:1 internet leased lines.

Wi-Fi facility is implemented in select buildings and locations of the institute where it is required.

Budgetary provisions made and utilization

Rs 1,39,53,392 was budgeted for IT resources for the year 2019-2020 and the total expenditure was Rs 95,63,064.

Particulars	Budget	Expenditure
Non Recurring	38,36,392	35,81,064
Recurring	1,01,17,000	59,82,000

The budgetary provision is made for Computer maintenance (UPS & computers), Internet Leased line fees-1GB, Microsoft Campus Licence and Anti Plagiarism software, AMC for UMS servers and ACs, Server hard drives, 10 Gig (24 Ports) layer 3 switches and so on.

File Description	Document
Upload any additional information	View Document

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

Response: 2:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: D. 50 MBPS - 250 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5 Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 49.29

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)

2019-20	2018-19	2017-18	2016-17	2015-16
603.9129	525.4366	406.1860	240.3663	272.3549

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The established systems and procedures for maintaining and utilizing physical, academic and support facilities are based on

1. Type of the asset
2. Utilisation
3. Required frequency of maintenance
4. Life of the asset
5. Disposal of the obsolete asset.

Laboratories

- Compulsory dedicated stock registers for all laboratory equipment.
- Indents are made for utilising any assets.
- Critical equipments are covered by AMC.
- All precautions like usage of safety goggles, overcoat, gloves, and so on, are followed as per the established norms by government.
- The frequency of usage of equipment as reflected in register triggers preventive maintenance.
- Annual stock / Asset verification is conducted at the departmental level and obsolete equipment are listed for discussion and verification of the useful life of the asset by a specially constituted inter departmental committee for obsolescence. After the committee takes into consideration of the various norms of the Govt. agencies that have granted the purchase of such equipments, the equipment is recommended for either re-sale or upgradation, as the case may be, and recorded as written off or upgraded, as the case may be, after following the duly established protocols.
- Preventive and corrective maintenance for electrical, plumbing, and gas pipe line related repairs are carried out on a regular basis on the Institute maintenance budget.

Buildings and Classrooms

- All assets like Furniture, Audio Visual Equipment, Reprographic Equipment, Lab Equipment, Computer etc. are given an asset number and entered in the Asset Register.
- Stock taking of all assets is carried out at the end of every year ensuring that all the additions and disposals are duly recorded and the closing balance arrived at, as entered in the Asset Register.
- The building maintenance takes place on a regular basis. Any issue in the building is written in the log book at the office, the concern person in-charge of it is informed and that particular issue is addressed.
- Building is painted once in every five years after carrying out all major civil work repairs.

Sports Facilities

- Technical and Electrical supervision is in place with the help of a maintenance team under the guidance of a Custodian with the support of Physical Director in each campus.
- Ground, equipment & sports arena and general maintenance is taken care on a periodical basis (sheet enclosed).
- Fixed and Consumable Stock Registers are maintained in which every purchase and issue is recorded.

Library

- Orientation classes for effective usage of library are conducted.
- Feedback on library services is taken from students through suggestion box which is made available inside the reading room.
- Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are decided by the Library Committee.
- Pest control of library books and records is carried out once in a year by the library maintenance staff.
- Footfall of students, scholars, faculty members, and staff are recorded on daily basis in the gate register.

- To ensure safety of the books a 'no dues' from the library is mandatory for receiving certificates.

Maintaining Infrastructure Records

- The records of infrastructure including equipment, hardware, software, books and other items is maintained in each department.
- Standard Operating Procedures (SOPs) are followed in steps like depreciation, transfer of assets / facilities, identifying obsolete equipment and procedure for their disposal.
- The status of the stock and asset registers from the concerned department is taken at the end of every financial year.
- Stock verification is conducted at the end of each financial year.
- The office maintains a maintenance register where complaints are recorded and corrective action is taken.
- Once the job is completed, the same is recorded in the register.
- A separate requisition has to be made to the administration if cost over runs are anticipated or in case of any emergencies.
- Once the approval is received, the repairs are undertaken and payment is done.

Upkeep and Maintenance

- Regular and periodical maintenance of UPS, solar panels, lifts, generator sets and so on are undertaken as per preventive maintenance schedules specified by the equipment supplier or in house maintenance staff based on the guidelines of the supplier.
- Annual renewal of the subscription for Computers OS -Microsoft Campus license agreement, Accounting- TALLY, Anti-Plagiarism-TURNITIN and Library books-KOHA to keep them updated.
- URKUND account for all teachers and research scholars in the institute has been activated.
- Annual Maintenance Contract (AMC) is taken up for critical equipments, UPSs, ACs and Internet Lease Line for the University.
- Computer systems are purchased with an extended warranty of 5 years. In case the life of computers is greater than five years, issues are addressed on call basis
- Furniture and Office assets are maintained by the supplier on a call basis.
- Fire safety equipment have been replenished for all the buildings and periodic upgradation is made based on AP fire safety and disaster management and Karnataka state Disaster management Authority.

Obsolescence and Disposal

- Obsolete (unserviceable and irreparable) assets are physically verified at the end of financial year.
- The assets to be disposed-off are earmarked.
- A report explaining recommendation for scraping the assets after scrutiny is sent to administration at the end of financial year.
- Upon receiving the approval from administration, the process of disposal is started and assets are marked as written off from the asset register of the concerned department / campus.
- Subsequently, the campus invites quotations from a minimum of three vendors for disposing of scrapped assets. The three quotations along with a comparative statement, and the recommendations to sell the scrap to the vendor who offers the relatively higher price are sent to the administration for due approval. After getting approval from the administration, the scrapped

assets are sold to the recommended vendor and the sale proceeds are deposited into the campus bank account.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 100

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2019-20	2018-19	2017-18	2016-17	2015-16
1376	1334	1330	1303	1345

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 15.45

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

2019-20	2018-19	2017-18	2016-17	2015-16
360	163	165	183	167

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 72.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	64	22	31	32

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
104	66	55	38	44

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

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 19.13

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
70	95	95	110	76

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 43.4

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 194

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural

activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The students in the institute believe in living for each other and all living for God. Students are one of the most important stakeholders of the institute. Institute includes students in many of the statutory committees of the deemed to be university like Anti-Ragging committee, Internal Complaints Cell, Internal Quality Assurance Cell, Gender Sensitization Cell, and so on and also in day to day management of the hostel. Students in these committees of the institution put forward their issues for necessary action to be taken by the administration.

The institute has appointed a student counsellor as per the guidance of AICTE where in select faculty members and senior administrators are nominated by the Vice-Chancellor. Students provide teaching feedback at the end of every semester which provides them an opportunity to voice out their opinion on the teaching methodology of the courses they undergo. Each class has class representatives who also contribute to decision making.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 4.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	5	6	5

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

- SSSIHL has one of the most committed alumni who are constantly in touch throughout the year with the Institution. They contribute to the alma mater in different ways and physically connect to the Institute twice a year.
- Mid-year Alumni meet happens every year in July-August which is attended by alumni across batches where goal setting is done for contribution in the next academic year and contribution in the previous year is measured vis-à-vis the goals set. Contribution mainly comprises non-financial inputs viz. assisting in teaching courses, insights from the corporate world, guidance to research scholars and student projects and so on. Alumni also take a sabbatical to come and teach in the University every year.
- Premabandham or Year-end alumni meet where Around 2000 alumni along with their family members assemble in Prasanthi Nilayam from across the globe. They offer service in the Institute and its sister organizations. The alumni offer significant financial contribution for the corpus development which has been one of the major sources of inflows to the Institute offering free education. The Alumni contribution for the year 2018-19 was INR 3,53,01,521. Alumni had celebrated the golden jubilee of its Anantapur and Brindavan off campuses with active participation of its women and men alumni respectively.
- Sri Sathya Sai Seva Organisation India with the motto of “Transforming Self to Transform the World”, is creating a platform to embark upon this divine transformation journey for both the individual and the society at large. It has undertaken several nationwide initiatives and programs under the different wings of the organisation which has touched the lives of innumerable people across India in a positive way. 50 % of the alumni of the Institute are part of this organization in different capacities and actively participate in all its activities at a pan Indian level.
- Other activities- Throughout the year the alumni come together to offer their time and energy into social activities that benefit the society at large at the state and city level, Revered Founder Chancellor dictum ‘Love All Serve All’ being their guiding light.
- Pandemic Time- Contributions to the university in service to the society as stated by Govt. of India, such as helping during corona pandemic by distribution food and provisions to migrant workers, poor people, earthquake hit areas, calamity of floods etc., for the benefit of society with a feel of brotherhood of mankind.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Vision

To assist generations of students, acquire Self-knowledge (Atma Vidya) and Self-confidence (Atma Vishwas), so as to cultivate Self-sacrifice and earn Self-realisation; thereby moulding them into leaders who will benefit society.

The Mission

To mould well-rounded holistic individuals – professionally sound, socially responsible and spiritually aware – who embody noble values and a right attitude, through Educare (Integral Education based on Human Values) that caters to the physical, intellectual, emotional, psychological and spiritual dimensions of the human personality.

The vision and mission of the Institute gets reflected in three dimensions

Academics

The institute provides digital classrooms, computer labs, research facilities, PhD teaching faculty to the students completely free of cost for imparting knowledge of high standards and creating **self-interest** among students in **acquiring knowledge**.

The institute ecosystem empowers students to pursue their dissertation in topic of their chose and continue to do PhDs in the same topic.

Impact

The institute has high pass percentage in semester and national competitive exams. Students exhibit professional excellence in career and take top leadership roles in Government institutions, Scientific organizations and Business corporations. Additional information in section 6.1.1 a.

Service

Research topics across all departments are chosen with great diligence to make it lead to societal benefit and few examples are provided in additional information in section 6.1.1 b.

The institute undertakes steps for water conservation and sanitation management and was recognized as “Green Institutional mentor” by MGNCRE - MHRD

Institute works with local villages and communities around the campuses which makes sensitizes students

towards understanding importance of service and **sacrifice** for societal benefit and development. Additional information in section 6.1.1 c.

Impact

Alumni continue to practice what they have learnt as students and participate in service activities medical camps, village development program and when required in national emergency relief and disaster management programs. Additional information section 6.1.1 d.

Spirituality

In the curriculum, students are exposed to life lessons in forums like Summer Course in Indian and Spirituality, Awareness Courses, Moral Classes and Foyer talks.

The student, teachers and administrators live together in a **spirit of companionship** in the institute and hostel. The residential system of education reinforces the principal of “Simple living High Thinking” in students. Self-reliance departments in hostel help students develop skills for life and learn **cooperation and coordination and build self-confidence**.

Students and faculty from all the campuses participate in various festivals which are presented by people from all over the world from different cultures and nationalities come and celebrate their festivals at Prasanthi Nilayam and get an opportunity to witness and appreciate the rich cultural heritage of India and the world.

Impact

The alumni take up active role in Sri Sathya Sai organization activities along with holding top leadership roles and lead life with harmony of the head, heart and hand. They connect back to the institute with a great sense of gratitude and support the teaching fraternity and inspire student community. Additional information section 6.1.1 e and 6.1.1 f.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Sri Sathya Sai Institute of Higher Learning believes in ‘**Strength from Unity**’. Institute’s all-inclusive approach makes all the stakeholders of the institute assume responsibility and take ownership. Decentralization of decision making happens at both the **academic** front and **administrative** side.

Academic

HOD constitutes a committee of teachers to review the syllabus of the department in consultation with external academicians, industry experts, alumni, and students. Efforts are made to collect inputs even from the employers of the alumni. It is later forwarded to the administration through the Dean of education. The administration constitutes the board of studies (BOS) with internal and external subject matter experts. Finally, the Academic council consisting of distinguished academicians based on inputs from BOS provides the final approval.

The **Heads of Departments’** (HoD) review **performance of the departments** in the respective departmental meetings which are held once in a month and the minutes of the meeting are sent to the Vice-Chancellor through the proper channel for review and necessary action.

The HoDs in consultation with teachers submit the annual bugetary requirements, faculty requirement and so on to the administration for approvals.

Annual alumni business meet held in the month of August provides a platform for alumni, faculty and student interaction. They come forth and provide information about recent developments in the industry, academia, economy and so on to the faculty and students. This process has helped in syllabus updation, institute-industry collaborations and career counselling to students.

Final year PG students are given the decision-making opportunity to pursue their dissertation in the topic of their choice and have avenue to further pursue their PhDs in the same topic.

Administrative

The Vice-chancellor along with Registrar constitutes many committees comprising of select teachers and stakeholders of the institute ensure that administration is in accordance with the high standards of the operation efficiency. Additional information in 6.1.2 a

The Director of the Campus constitutes various committees with students, teachers and staff for managing matters pertaining to time-table, calendar, co-circulator activity, research, finance, infrastructure leading to smooth decision making. Additional information in 6.1.2 b

Internal audit and External audit committee conducts academic and administrative audits every semester considering input from students, teachers and staff. They identify good practices and initiatives across campuses and take note of issues to address them.

Group of hostel resident teachers forming a council of wardens support the Chief warden. Various operational committees are constituted with students and research scholars. Additional information in 6.1.2 c

Campus Hostel Management Committees comprises three hostel teachers and three institute teachers who deliberate, approve and standardize all decisions pertaining to the **Campus- Hostel dyad**.

Inter-campus meetings of CHMC of all the four campuses are held periodically for ensuring **consistency of processes** and mechanisms across the campuses.

Processes like conducting sports and cultural activities, selection of all-rounder gold medal, evaluation of value-added courses offered in hostels follow a participative **approach** where senior students and teachers are empowered to make decisions and recommend to the administration.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Research for Societal Benefit

In line with the vision of the Institute, all topics for doctoral research works across all departments are chosen with great diligence so that it can ultimately lead to societal benefit. This extends to the research projects chosen by researchers in each department, so that all the efforts are focused towards translational research or directed basic research.

The Institute has established Central Research Instrument Facility (CRIF) at Prasanthi Nilayam and Central Research Laboratory (CRL) at Anantapur Campus at a cost of around ? 47 cores with sophisticated characterization tools and equipment for carrying out translational interdisciplinary research. It is one the few facilities in the country and first in a rural location that houses advanced characterization/analytical tools to carry out research in various areas of science and technologies such as Physical, Biological, Chemical, Materials Science, Food, Computational and Interdisciplinary areas.

Few notable research works undertaken which address societal issues and strive to make the world a better place to live are listed below:

Sri Sathya Sai Institute of Higher learning, Few Notable Socially Relevant Research	
Department	Research Topic
Mathematics and Computer Science	Within Host mathematical modelling of COVID-19 with optimal medical interventions
Chemistry	COVID diagnostic kit, Mobile Dengue Diagnostics, Hand-held mobile for non-invasive monitoring of Bilirubin in neonates.
Food and Nutrition	Malnutrition management, Antidiabetic evaluation of Indian pigmented rice
Physics	Low cost SAI-GC - Small Area imaging Gamma

	Camera, Multi-model microscope, Low cost optical coherence tomography, Low cost optical coherence tomography
Management and Commerce	Sustainable Livelihoods, Inclusive business
Economics	Structural model of Current Account of Indian balance of payments
Bio-Science	Human Genome Variation, Early detection of HIV infection, Research on antibiotic resistance, Avascular Necrosis of Femoral Head

COVID Research:

Staying relevant with times, from March, the Institute has been pursuing COVID research. .

COVID being a communicable disease, department of Chemistry is working on to release an indigenous COVID detection kit. The Kit has been to sent to ICMR for validation.

Department of Bio-Science is using herbal medicine and looking at Curcumin as a way by which we could address the COVID infection.

Department of Mathematics and Computer Science is working on within-host mathematical modeling of COVID-19 with optimal medical interventions.

Interdisciplinary approach

The Institute believes in benefits of synergy and collaboration. Breaking the walls and barriers, departments join hands and explore possibility of Interdisciplinary research.

The researcher of the institute and doctors of Sri Sathya Sai Institute of Higher Medical Sciences (SSSIHMS) a multi- specialty hospital join hands to discuss issues from various perspectives and identify projects that will benefit society.

The interdisciplinary collaborations of SSSIHL with SSSIHMS and external agencies like FISE, Tata Trust, FDA (USA) in areas such as the rapid detection of endemic diseases, diabetic retinopathy, development of a cost effective multi-model microscope and so on.

Biosciences department has embraced advanced computation and done computer three-dimensional modelling to identify the various reusable and repurposing of drugs using the drug design methodologies.

Journal publications and reseach facilities details provided in additional information

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Sri Sathya Sai Central Trust

The role of the trust is to ensure that Institute is in line with the vision and mission of the Institute. A proof of the same is the bond which is there between the students and their Founder Chancellor and their alma mater

The administrative and academic functioning of the university is carried out by the following three principal bodies:

1. The Board of Management
2. The Finance Committee
3. The Academic Council

The Board of Management (BoM): All the decisions taken by the Institute are ratified by the Board of Management. It is observed that all decisions taken by BoM are unanimously and wholeheartedly accepted by all the stakeholders of the institute. A proof of the same is active involvement of all the stakeholders to achieve and successful operationalization at all levels.

The Finance Committee: Planning and execution of finances are so well managed that we do not find any implementation delays or instances of cost over-runs.

The Academic Council: The Academic Council is the principal academic body of the university. It has general control over and is responsible for the maintenance of standards of teaching, research and training, approval of syllabus, coordination of research activities, and examinations and tests within the university. A proof of efficiency is students get absorbed not only in premium Indian academic and corporate institutions but also in prestigious organisations across the world.

Important procedures

Service rules and Procedures: Institute has a structured and well formulated Service rules and procedures book duly approved by the Board of Management as per the guidelines of UGC / AICTE, duly authenticated by the local sub-registrar office. Fresh guidelines as and when released by the academic bodies are updated and duly authenticate.

Recruitment: Institute has a well formulated recruitment policy. Notification of the vacancy is published in the institute website and applications are invited in a prescribed 'Employment Application Form' to an email id recruitment@sssihl.edu.in. Applicants with high academic proficiency, PhD with research capabilities, patents, SET/NET and so on are given importance along with technical requirements prescribed by department and UGC/AICTE.

Promotion Policies: Institute has a well formulated promotion policy for the teachers where the Academic Performance Index (API) of the faculty as prescribed by the UGC rules, the annual self-evaluation forms of the faculty and the performance in Teaching Quality Feedback given by students are considered. It is also supported by comments and recommendations by HODs and director of the campus. The duly constituted committee then interviews the faculty and recommends eligibility/non-eligibility for promotion. A similar procedure is followed for non-teaching staff where the performance appraisal report is considered. Both review documents are provided in additional information

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance appraisal system and promotion avenues:

Teaching staff fill the self-evaluation form annually comprising of academic, research oriented details, papers published, conference participated, administrative contributions, co-curricular responsibilities undertaken. They also give self-assessment on different parameters of campus life and articulate the support needed by them to discharge their duties effectively.

An online confidential teaching quality feedback is given by students based on six broad dimensions such as Core teaching, Pedagogy, Class interaction, CIE content, Student centric, Discipline. The computer processed reports are made available to the faculty and the HoDs for indentifying the backing needed necessary action.

As per the UGC guidelines, Academic Performance Index (API) score is calculated for every teaching faculty to consider them for career advancement.

Non-teaching staff- Performance appraisal is undertaken for every non-teaching staff before considering him/her for promotion by a review committee constituted for this purpose. The appraisal report will have the assessment on a scale 1 to 5 for the aspects of Quality of Work, Flexibility, Initiative, Dependability, Interpersonal Relations and Punctuality & Attendance and relevant information about the individual in nearly 100 words.

These are then presented by the Vice Chancellor to the Board of Management for approval.

Welfare Measures

- Accommodation is provided to the faculty and staff.
- Teaching and non-teaching staff and their families can avail free medical care facility in the two general hospitals and two multi specialty hospitals present at Prasanthi Nilayam and Bengaluru and every campus has an attached free dispensary to address their minor ailments.
- Excellent gymnasium and sports facilities are available to the faculty and staff for sports and recreation on every campus.
- Preference is given to the wards of the faculty and staff members in admission to the school and university under the staff quota.
- Canteens in each campus provide nutritious and hygienic food for a nominal price. This facility is open to all the staff.
- All campuses have attached General stores having a wide range of products to cater to the day-to-day needs of the teachers, staff and the students. These stores are run on a no profit basis.
- Spiritual and elevating talks, presentations and exhibitions are organized on a periodic basis as a food for the soul to the faculty and staff in addition to the students.
- DA and HRA are provided to the staff as per State Government rules.
- Promotions and Career Advancement Schemes are regularly undertaken.
- Group insurance scheme for all employees.
- Need based Transportation facility
- Internal Academic and Administrative Audit is done every year to address problems of the staff.

Welfare measure for women:

- Women staff members are granted paid maternity leave for 26 weeks.
- Common rooms in the campus, sanitary pads disposing machine and incinators for disposal of

sanitary napkins.

- Safe and secure work environment.
- Safe and secure transport facility when they work late hours.
- Extending work related concessions and relaxations depending on the situation and requirement.
- Access to gynecologist who visit the hostel on a regular basis/Trust run hospitals, Insurance cover, and so on.

File Description	Document
Any additional information	View Document

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

Response: 1.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	10

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document

Other Upload Files

1 [View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 2.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
05	05	0	0	01

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 0.9

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	0	2	0

File Description	Document
IQAC report summary	View Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Sources of Funds:

- From the parent charitable Trust: Sri Sathya Sai Central Trust and Educational Trust: Major contribution
- General and Corpus Fund contribution from individuals (including alumni) and Institutional both

from India and abroad

- Granting agencies like DST, DBT, ICSSR, ICMR and corporates for research projects
- Plan funding from UGC, and AICTE
- Interest earned on investments of Corpus Fund

Optimal utilization of resources:

The budget estimates for each financial year for revenue and capital expenditure are prepared by respective Departmental Head/associate head, Campus directors and at Administrative levels. These estimates are compiled by the Finance Officer after due scrutiny and discussion with the Registrar and HoDs for submission to the Finance Committee of the Institute. Once approved by the Finance Committee, the budget would be presented to the Board of Management for approval.

Resource mobilizations are utilized to meet Institute budgetary expenditure for both recurring and non-recurring items i.e., operating costs, equipment, library books, infrastructure, projects etc. The salaries of faculty and staff are fully funded by the Sri Sathya Sai Central Trust and Sri Sathya Sai Institute of Higher Learning Public charitable Trust.

The budget estimate would indicate the total receipts that needs to be mobilized in order to meet the proposed expenditure, planned to be incurred for the financial year. The total revenue and capital expenditure requirement of the Institute are based on the following

1. Teaching/research requirement in terms of lab consumables, contingencies, travel, major and minor equipments and so on
2. Manpower requirement
3. Infrastructure: Building and major equipment requirements and so on

Financial resources are allocated to departments, campuses, and Administrative sections on detailed justification of the proposed expenditure and its outcome/impact to ensure optimum utilization of finance.

To ensure transparency in financial management, the Institute has adopted Financial Rules and Procedure, developed various reports, guidelines and formed committees in order that every officer incurring or authorizing expenditure shall be guided by high standard of financial propriety. Every officer would ensure strict-economy in spending and see that Financial Rules and Procedures are properly observed. Reports generated for submission to the management are monthly Budgetary Control Report, monthly Cash Flow Statements, monthly MIS reports and quarterly Audit Reports. Furthermore, the various committees formed include Capital Expenditure (Non-recurring) Budget Committee, Central Purchase Committee, Investment Committee, Building & Infrastructure Committee and Finance Committee to ensure better financial control and management of its resources.

Being a charitable institution involved in philanthropic activities, where no tuition fee and any other type of fee is charged from the students and as major funds come from the donations, each and every individual is made aware, sensitized, of the importance of financial management down to single rupee. Wasteful and

thoughtless expenditure of resources is positively discouraged.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 426.67

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
165.91502	226.78135	12.01232	17.75900	4.20000

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Response:

Internal and external financial audits of the Institute are audited by two separate firms of Chartered Accountants who would be appointed annually by the Institute.

Books of accounts are presented to the internal auditor every quarter i.e., June, September, December and March for internal audit for the year 2015-16, 2016-17 and 2017-18. The process has become half yearly from the academic year 2018-19 onwards.

The financial audit books are submitted twice a year to both the internal and the statutory auditors for their scrutiny.

During the course of internal audit any audit queries made by auditors are discussed and explanations /clarifications are given by the Finance Officer / Accounts and Finance Manager based on entries made in the accounting package.

Subsequently the internal auditor would submit an audit report to the management of their audit observations. In response, the Institute would submit an action taken report on various points of observation and wherever necessary, indicating adjustment / rectification of entries made to the accounts as per audit observation reports and furnish a compliance report before the commencement of the subsequent internal audit.

After the conclusion of the Internal Audit, the books, along with the observations of the Internal Auditors, are submitted to the Statutory Auditors for their scrutiny. The Statutory auditors would observe the compliance of the Internal Audit Report and audit focussing mainly on the adherence to the stipulations of the ICAI guidelines for Accounting of the transactions and processes based on the Tax laws as per Income Tax Act, 1961.

File Description	Document
Any 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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

1. **Syllabus Technical Review Committee** guides in providing institutional reviews and implementation of teaching learning reforms in the institute. It checks the proposed syllabus submitted by departments. This committee has been able to check and streamline the following aspects of the syllabus:

- Technicalities of the syllabus in terms of number of credits, mode of evaluation, maximum marks, Continuous Internal Evaluation (CIE) pattern, End Semester Exam (ESE) pattern, project work/dissertation work modalities and so on.
- Academic regulations in tune with the syllabus.
- The academic standards of the institute.
- Implementation of guidelines stated by NAAC, NCTE, AICTE and UGC such as Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). It also checks the reference text books and readings that reflect the latest edition which are available in print

2. **Institute Industry Interface Cell (IIIC)** has been constituted with an objective of establishing collaboration and connectivity with the public/private sector companies and Govt. agencies to strengthen translational research.

Brief overview of the activities:

- Build knowledge partnerships with the industry
- Develop close interaction of faculty members with industry experts through workshops, Seminars and Faculty Development Programmes
- Help students take up live projects, industry exposure assignments, and industrial visits to enhance their understanding.
- Create a market linkage for rural artisans in line with the Sustainable Development Goals (SDGs) of nation building.
- Organise EDPs and MDPs
- Create an environment which will promote and foster consultancy, which will be economically value adding to the faculty

Way forward

- Explore possibilities of signing MoUs with Research institutes/ Universities/ Industry in the fields of Health/ Energy/ Environment
- To create a culture of Entrepreneurship and Innovation.
- Discussions for starting Industry Relevant Agribusiness Management and Rural Management with the help of leading organizations are on.
- Setting up of Incubation centre.

Additional Information:

In addition to these committees, IQAC institutionalisation has helped

To make programs and research in the institute more structured. For example, research scholars have to give two seminars, one colloquium before submitting their doctoral work in the form of a thesis.

New certificate courses such as Yoga and Self-Development are being planned and will commence shortly.

Introduction of Introspection day to be conducted on 24th April every year. It commenced from 2019. It also helps to identify hidden talents, potential and contribution of faculty towards quality enhancement. Understanding as to how can present goals of individuals in the institute be aligned with Institute goals.

File Description	Document
Any additional information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Academic

To encourage quality research, a Central Research Instruments Facility (CRIF) and a Central Research

Laboratory were set up with an objective of providing the latest and advanced characterization/analytical tools to carry out translational research in various areas of Science and Technology – physical, biological, chemical, materials science, food, computational and interdisciplinary areas.

Research for Societal Benefit- Collaborative research with Government and Private Agencies has given a fillip to the research thrust of the university. There have been collaborations with Academia and Research institutions like CBER/US-FDA-USA, IIT Madras, ICSSR – New Delhi, JAIST Japan, TIFR Mumbai, IGCAR Kalpakkam, NCL Pune, University of Colorado USA, University of Wollongong Australia, University of Maryland USA, Clemson University USA to name a few. The industry collaborators are Agilent Technologies India Pvt. Ltd., Amara Raja Batteries Pvt. Ltd., Omix Research & Diagnostics Laboratories Pvt. Ltd., Insta Power Ltd. New Delhi, Grey Scientific Labs Visakhapatnam, Tata Trust Mumbai, Symrise Chennai and so on.

Encouraging non PhD teaching faculty to take up research and finish PhD.

Curriculum Review through Board of Studies and Academic Council Meetings- Some of the incremental improvements were:

Inkeeping the developments in the market we have introduced the following course in the past five years:

- Specialization in Actuarial Science in the M.Sc.(Mathematics)
- Introduction of B.Sc in Computer Science, M.Sc. in Data Sciences.
- Introduction of Bachelors of Performing Arts (BPA) in Music.
- New specializations such as Photonics, Nuclear Physics and Materials Science in the M.Sc.(Physics)
- Financial Economics as a specialization in MA Economics
- Introduction of health care electives in MBA programme.
- Certificate courses for lean six sigma and so on.

Administrative;

- Introduction of self introspection day to indentify positives and ares which need reinforcement based on the last academic year experience which is held on 24th of April every year.
- Constitution of The Leadership Team for Quality Assurance.
- Constitution of Campus Hostel Management Committee (CHMC).
- Revamping and introduction of committees/cells like
 - Anti-Ragging Committee
 - Internal Complaints Cell

- Social Media Cell
- Anti Discrimination Cell
- Internal Cell for students with Disability
- SC/ST Cell
- Ombudsman

Maintenance:

Thrust to create a green campus and expand renewable and green energy usage across four campuses and respective campus hostels. 78% of power generation from solar power, water collection pits and harvesting facilities in the campus/hostel, bio gas plants, and so on.

Upgradation of disaster management facilities like fire safety equipment.

Building disability friendly facilities wherever needed in the respective campus/hostel.

Phase wise conversion of library management from offline to online mode.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity is followed in letter and spirit in the Institute. On a rotational basis, currently, six out of the nine departments have women as their Head of the departments namely Departments of Management & Commerce, Mathematics & Computer Science, Physics, English Language & Literature, Food & Nutritional Sciences and Education. Out of the two Deans of the Institute, one is a woman. The IQAC coordinator is also a woman. The Institute right from its inception has a campus for women with women faculty members.

To recognize and encourage women students, the Department of Management and Commerce (DMC) is planning a pilot study of evaluating entrepreneurship ideas which can be converted into a startup. The same is being tried for men students also where DMC is collaborating with all science departments of the Institute.

Women students are provided with adequate opportunities to pick skills for life and living. The students of the Institute have access to all the flagship academic programmes. In fact courses like B.Sc and M.Sc in food and nutritional sciences, B.Ed. programs are offered exclusively for women students.

Equal opportunities are provided for both men and women in academic and research activities which is evident from the following points:

- Open ended experiments are encouraged to be taken so that if desired, students can pursue the problems further as their research topic.
- Regular Industrial tours and participation in conferences/literature fests.
- Sakura Science exchange program
- Research facility – Central Research Laboratory in Anantapur campus plus access to Central Research Instruments Facility for both men and women
- Women students have the equal opportunity of demonstrating their skills and abilities in the annual sports and cultural meet held every year on January 11th they participate and display dare-devil bike stunts, gymnastics, monocycle stunts, yoga asanas, rope stunts and so on which is rare to see in any other Institute.

Safety and Security

1. Institute also has a mandatory committee like an internal complaints committee which meets periodically to discuss matters of concern for the women in the workplace. No complaints with regard to gender inequity and insensitivity have been received so far.
2. Round the clock security by providing surveillance throughout the campus and hostel.
3. Women doctor periodically visits the health centre to deal with health issues of students and staff.
4. Women nursing staff at the health care centre to take care of emergency health issues of the students and staff.

5. Mentoring is provided to all the students and Professional counselling is provided to students who need it.

File Description	Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid waste management-

The solid biological waste is regularly sent for incineration and safe disposal through government approved vendors in collaboration with Sri Sathya Sai Institute of Higher Medical Science (SSSIHMS). Wherever applicable, the solid biological waste is being autoclaved and decontaminated before sending for incineration.

The solid chemical waste is segregated and collected for disposal through third party agencies.

To encourage the students to convert waste into wealth or to reuse waste creatively, the Fine Arts

Department of the Campus conducts competitions like 'Best of Waste,' and also trains the students to convert Waste into Wealth by imparting certain skills to them.

Select campuses have vermicomposting units.

Liquid waste management

Biological liquid waste is autoclaved and subsequently disposed for further processing by waste treatment plants. Some of the biological wastes like Lenti-virus and Ethidium bromide (EtBr) get treated appropriately before sending them for further processing by waste treatment plants.

The waste water from the RO water plants are used differently, for example it is collected in catchment areas to recharge the ground water level, used for cleaning purposes and so on.

Select campuses have aaga composters installed where the wet waste is composted. Typical composting takes about 21 days to produce excellent manure. The manure is used in garden and vegetable garden of various campuses. The leachate that is drained every day is particularly useful for plants. The entire process is managed by the students themselves.

E-waste management-

Institute opts for buy back or exchange of the electronic or computer equipments from different vendors. This helps in preventing disposal of the e-waste directly into the environment and hence doesn't contaminate it and also helps in recycling of the different components and spare parts of the used equipment.

Hazardous Chemicals Waste Management

Chemical waste is segregated as hazardous and non-hazardous waste. The hazardous waste is further segregated as organic and inorganic waste. Organic waste is segregated in turn into aqueous based waste, halogenated solvents and non- halogenated solvents. They are stored separately and then handed over to an authorized recycler.

Inorganic waste depending on its nature whether acids or alkaline is treated accordingly, neutralized and then disposed of.

Radioactive Waste Management

Institute has an authorised Radiological Safety Officer (RSO) approved by AERB, who maintains a log of Radioisotope procurement, safe storage and disposal. Through RSO, Institute submits annual reports to AERB through eLORA webportal. At present, there are about 15-18 isotopes that were procured during the last 10 years. For these Radioisotopes, more than 100 half-lives are completed. Dosimeters of operating Personnel are monitored frequently and report for the period Jul-Sep 2020 provided in additional report.

All these are stored in accordance with prescribed AERB safety rules in the AERB approved Radioisotope lab in the Dept. of Physics, Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam Campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1. Green audit**
- 2. Energy audit**

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Sri Sathya Sai System of Integral Education system mirrors to a large extent, the ancient Indian *Gurukula* system of education. The compulsory residential component instils in the students a sense of community living wherein each one lives for the other and all live together for a common higher cause. The students inculcate the virtues of team work, self-reliance, empathy, adaptability, discipline, cooperation and so on which is an integral part of the curriculum.

Student Diversity- The institute has always seen admissions from various corners of the country and welcomes all the students belonging to any cast, creed, nationality, religion, and so on. The Institute believes in the concept of *vasudhaiva kutumbakam* where all are one and hence all should be alike to everyone. Revered Founder Chancellor, of the Deemed to be University, Bhagawan Sri Sathya Sai Baba preached and practiced Love all and Serve all. Students are inspired to imbibe the same.

Students who are admitted for the academic year 2019-20 hail from 23 out of 29 states in India. As a result, the Institute and hostel where students reside during their course of studies in the institute is a mini India with people of different habits, lifestyles, language and outlook staying and learning together. This gives vibrancy and helps in breaking the linguistic and cross cultural barriers and help students broaden their minds. This also develops the qualities of understanding, adjustment, sharing and caring amongst the students developing them into noble and responsible citizens.

Celebration of Multi-faith festivals-

- The Revered Founder Chancellor, Bhagawan Sri Sathya Sai Baba always highlighted the essence of all religions. Hence, at SSSIHL, the celebration of festivals from all major religions every year helps in creating awareness in the minds and hearts of each student. Infact the emblem of the university has Sarva Dharma Stupa which was inaugurated by Revered Founder Chancellor Bhagawan Sri Sathya Sai Baba in the year 1975 as part of his 50th birthday celebration which stands for unity of religions.
- Students actively coordinate with the help of teachers and participate in all important festivals like Makar Sankrathi, Shiva ratri, Rama Navami, Buddha Poornima, Eid, Holi, Guru Poornima, Ganesh Chaturthi, Dussehra, Christmas, Puri Jagannath Rath Yatra, Vishu, Onam, Ugadi, Dashain, and so on. All the proceedings of the festivals are streamed live on Sri Sathya Sai Media Centre Youtube page (<https://www.youtube.com/user/radiosaivideos>).

Service Dimension- The philosophy of service at the Institute is based on the concept that divinity pervades all of humanity and hence when you serve others, you are serving the divine. Students learn to serve in self-reliance departments in the hostel, community service, village service etc.

Village Adoption- The institute adopted villages and works on the dimensions of Health & Hygiene, Education, Sanitation, Green Initiatives and Rural Entrepreneurship to improve the socioeconomic indicators of the village and inculcate values of harmonious living in them.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Values:

*“Students should grow to be the guardians of the people. As the prospective protectors of the people, their future leaders and administrators, they should prepare themselves for **national service**. On the shoulders of students today rests the task of **making India great.**”*

- Revered Founder Chancellor Bhagawan Sri Sathya Sai Baba

The Institute celebrates Independence day, Republic day, Teachers’ day, National Science day, Hindi diwas, Sanskrit week to name a few.

It observes the birthdays of prominent freedom fighters and national leaders.

Awareness of right to information

Conducts debates on issues related to nation building, democracy, and so on on a regular basis.

Conducts swachata abhiyan in the respective campus and hostel.

Students are encouraged to cast a vote which is their primary duty and responsibility towards nation building.

Rights:

Education is a right of every citizen of the country: The Institute imparts quality education to all students without charging any fees whatsoever from them. Students from all castes, creeds, religions and languages get benefit of this unique system of Integral education.

Love all and serve all: Institute takes up village service and community service as a part of the curriculum to sensitize the students about the life of the underprivileged and work for their upliftment.

They celebrate all major national and regional festivals like Dasara, Mahashivratri, Christmas, Ganesh Puja, Id, Onam, Ugadi, Baisakhi/Pongal/Makar Sankranti, Dashain and so on with the same enthusiasm and fervor.

Duties & Responsibilities of citizens:

Sathya Sai Hostels live on the dictum of discipline as the medium of instruction; love, service and sadhana are the first, second and third languages. This environment moulds the students to become law abiding citizens of the country, makes them strive for individual and collective good, and makes them ready for taking up service activity to promote national interest.

Institute has **Awareness courses** as mandatory courses right from its inception which exposes students to the eternal values and rich heritage of Bharat and inculcates in them a sense of respect for our motherland and its symbols like the national flag, national anthem etc.

People from Indian Army and government administrative services are invited and address students on a

regular basis- <https://www.youtube.com/watch?v=XXx-WDw9-AA>

Environment courses at the undergraduate level enable students to understand the causes and implications of environmental degradation and consider the initiatives necessary to halt the decline and restore a sustainable framework of human progress.

Responsibilities of citizens:

The Sri Sathya Sai Integral System of Education imparts values based education since its inception from 1969. It lays ample stress on social service, especially in the rural areas.

It helps develop a strong character and positive qualities in students and nurtures virtues like adaptability, tolerance and sacrifice; shaping them into noble and responsible citizens.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Every major festival irrespective of region, religion or language is celebrated at the institute. The celebrations are streamed at Prasanthi Mandir live YouTube Page

- Students celebrate republic day and independence day remembering the sacrifice and contributions made by the freedom fighters, national leaders, and reiterating the duties and responsibilities of an Indian Citizen.
- Mahashivaratri is celebrated by students & Faculty. They participate in the night long vigil doing

bhajans.

- Gurupoornima is celebrated by the institute remembering great ancient gurus/saints and sages of Bharat.
- Celebration of Krishna Janmashtami - Krishna Janmashtami is celebrated with pomp and gaiety with a procession of cows. It helps sensitise students the need to cultivate love towards all animals and respect towards nature. This is followed by a pot breaking ceremony.
- Ganesh Chaturthi - worshipping Lord Ganesha.
- Dasara celebrations- students participate in veda purusha saptaha Gnana Yagna and Prasanthi Vidwan Mahasabha which constitutes Veda Chanting, ritualistic yagna, & scholarly talks.
- Id and Muharram are celebrated by students. Students and staff observing roza/fast are facilitated by providing specially cooked food before sunrise and after sunset. Students actively take part in serving students and staff observing fast during the month.
- Christmas is celebrated by singing carols and remembering Lord Jesus and his teachings.
- Teachers day - Offering gratitude to the teachers for their love and contribution.
- International Yoga Day - A week-long celebration culminating on June 21st. It helps students to gain awareness, understand the importance of Yoga in all dimensions of mental, physical, and spiritual planes.
- Celebrations of Women's Day, Sadbhavana Diwas.
- Institute observes birth anniversaries of Sardar Vallabh Bhai Patel, B R Abedkar, Pandit Madan Mohan Malviya, and so on.
- National Science day the birth anniversary of Sir C V Raman and Sanskrit week, Hindi Diwas are also celebrated in the Institute.
- Regional festival celebrations comprise major festivals like. Pongal, Onam, Baisakhi, Ugadi, Dashain, Puri Jagannath Rath Yatra to name a few.
- Celebration of Gandhi Jayanti by remembering his contribution to our Nation.

- Also, the institute is part of the global spiritual village of Prasanthi Nilayam where people from all over the world from different cultures and nationalities come and celebrate their festivals. Students get an opportunity to witness and appreciate the rich cultural heritage of India and the world.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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 One

Title- Integration of Skills development into the curriculum with grading

Objectives of the Practice-

Self-Reliance is a programme which is an integral part of the student's life since the initial days of the Institute.

It contributes to:

- developing in students the dignity of labour,
- enhancing skills in areas of their choice,
- reinstating the philosophy of 'self-reliance'
- Providing avenues to develop the student's technical skills outside the scope of academics
- Nurturing confidence, management skills, team spirit etc., which are crucial for daily lives.

Concepts of Practice:

- Education is NOT for mere living, it is for life.

- True education should lead to wholesome personalities.
- Domain-expertise is only one aspect of a professional life. A HEI should shape sensitive individuals, not manufacture professionals.
- Providing a wide array of possibilities beyond what academics caters to helps many students not very good at academics to find their passion & path in life.

Context-

- Since every student has to mandatorily choose an activity, and it impacts their grades in Integral education, it is challenging to match skills with aptitudes.
- Contextually, the men's and women's campuses sometimes have tasks specific to their needs. (tailoring/ embroidery etc., limited to women students)
- Procuring essential resources for such activities (eg. Brass band instruments, videocams etc.) without taxing the students for it, is an additional financial responsibility on the Institution.

Practice :

- Every Campus has a set of Self-reliance activities, from which every student has to choose one.
- 2 hours a week, amounting to 8 hours a month is spent on honing skills suited to the Self-Reliance programme chosen.

List of courses offered are:

- Arts and Crafts course
 - Dietary course
 - Dramatics course
 - Hostel Maintenance course
 - Institute Brass Band course
 - Kitchen & Bakery course
 - Multimedia Production course
 - Traditional South Indian Instrumental Music Training course
 - Publication course
 - Sound Engineering course
- Faculty members attached to each Self-Reliance programme bring in their experience & wisdom to train the group. At times, experts who visit Prashanti Nilayam also gladly share their expertise, as value-addition.
 - The display of talents & abilities acquired through this practice is put on display to international audience during different occasions in the Prashant Mandir.
 - The students are marked on 5 parameters with respect to their participation in Self-reliance (Value added courses) activities: Behaviour/ Conduct, Initiative, Leadership, Enthusiasm/ Learning, Team Player

Evidence of Success

Highlights of breakthroughs achieved:

The Institute has probably the only Women's marching brass band of the country in a HEI, capable of playing for a parade. Any video of Jan 11th - the Annual Sports & Cultural Meet- will evidence this.

The Dramas presented on the occasion of the Institute's Convocation and a few other select occasions, are one of their kind in terms of quality of plot, script, enactment, settings etc., all of which are carried out without any professional help except that of internal faculty members.

The photography, videography departments learn to handle state-of-the-art equipment, and do audio & video-editing nearly like professionals. All our documentaries are in-house productions.

Our publications wings in the Hostels have developed copyediting, DTP & Book publishing skills over time. They also facilitate publication of desktop Calendars etc., using student artwork for their frames.

Running a Daily-needs Stores, maintaining indent, handling accounts are all skills developed through some of the self-reliance activities.

Meeting special dietary needs during common illnesses, providing essential first-aid, indenting for generic medicines for the Hostel Dispensary are some other activities seamlessly run by students who opt for those self-reliance programmes.

Photographs of various Self-Reliance programmes are provided in 7.2.1.a of additional information

Best Practice Two

Title- Research for Societal Benefits

Objectives of the Practice - In tune with the philosophy of the Revered Founder Chancellor- *Knowledge that is not translated into skills that are used for helping the society is useless*; from the very inception of the institute, research is always aligned with the apex objective of it being beneficial to the society. Research topics are chosen with great diligence leading to translational or directed basic research. Hence the institute constantly endeavours to develop a strong base for research which, to a great extent, is relevant to local needs and simultaneously explores avenues of basic work crucial to our national development.

Context (Contextual features or challenging issues in designing and implementing this practice- 150 words)- In the context of thrust on 'Make in India' by the Government of India, and the research becoming interdisciplinary in nature, there has been a need to undertake research to find solutions indigenously and with an interdisciplinary approach. There is also a growing need to integrated values in work and personal life. Sri Sathya Sai Institute of Higher Learning (Deemed-to-be-University) associated with the following contextual features was taken up the issues that are of immediate relevance to the society.

- Revered Founder Chancellor's philosophy of practicing Values in Daily life
- Rural set up
- Drought prone area of Rayalseema

- Local issues of ill health and malnutrition and excess fluoride in water
- Close association with two super specialty and general hospitals providing vast opportunity for research in addressing the issues faced in the hospitals in a cost effective way.
- Anantapur District where the institute is located is one with abundance of solar power with lot of potential of harnessing it effectively.

Hence the thrust areas of research have been Health, Energy and Environment at SSSIHL for sciences and Man Management & Ethics in Management for department of Management and Commerce.

Practice (Describe the practice, uniqueness in the context of Indian Higher Education, Constraints/Limitations- 400 words)-

Uniqueness of research at the Institute has the following points:

- Socially relevant research
 - Integrating human values, ethics capital in work and personal life
 - Addressing local issues
 - Cost effective health diagnostics
 - Looking at waste to wealth solutions
 - Harnessing abundant solar energy available in the region
- **Sciences-** The research activities of faculty and students at Sri Sathya Sai Institute of Higher Learning envision exploration and promotion of socially relevant, rural-friendly, translational research encompassing three domains - **Health, Environment and Energy**. In the area of **Health**, the focus has been on Understanding disease states, detection and healing of disease states and their remedy, Medical imaging, study of functional materials for health applications, alleviating macronutrient malnutrition, micronutrient malnutrition and chronic lifestyle diseases. In the area of **Environment**, research is being pursued in Water quality monitoring, water purification and integrated watershed management. In the area of **Energy**, research is being undertaken in Microbial fuel cells, Thermo-electric materials, Perovskite solar cells, Super capacitors, Piezo-electric materials for energy harvesting and Green building technologies.
 - **Management-** Focus on research on the importance of human values and ethical capital in business. There is also promotion on building case studies with local relevance. The work done includes theoretical and empirical studies on Values-centred Leadership, Corporate Governance and the Impact of Ethical values on Economic development. A doctoral research at the institute strives to accomplish a holistic understanding of leadership for social entrepreneurship. Areas that help in social upliftment, work on sustainability and financial inclusion have been in continuous focus. The research in these aspects include work that has been done on the Green Practices in Supply chain Management, financial microfinance in India and inclusive business practices.
 - **Economics-** In the broad area of Macroeconomic Policy Modelling research topics where work is being done are modelling India's external sector, Public debt management and modelling India's Food inflation. Under Financial Econometrics, work is being undertaken in Financial Economics with an emphasis on Analysis and Modelling of Capital Markets and Economic Growth in Emerging Economies. In Development Economics the emphasis has been on analyzing the growth of various sectors of the economy such as agriculture, industry, services and trade, in promoting economic development.
 - **Education-** Research focus is on Values development through different pedagogies in school education

- **Central Research Instrument Facility (CRIF)**- It was strongly felt that the research work can be accelerated, if basic infrastructure facilities are strengthened by providing state-of-the-art facilities under one roof. This has resulted in setting up of CRIF which provides the latest and advanced characterization/analytical tools to carry out translational research in physical, biological, chemical, materials science, food and also computational and interdisciplinary areas.

Constraints/Limitations- Teaching faculty and to some extent research scholars are custodians of the unique Sathya Sai system of integral education which moulds the students into human beings of good character who are self-reliant, contented and enterprising heroes of action and self-sacrifice for the purpose of serving humanity.

Our faculty members across various departments are actively involved in pursuing high quality research besides their regular teaching assignments in various areas by their interest, keeping societal needs in view. The quality of research investigations/findings is reflected on their publications in scientific journals of high impact. This attracts more and more talented students for pursuing their Ph.Ds. For instance, for our Institute of this magnitude, we have 120 researchers pursuing their Ph.Ds in cutting edge areas of Scientific and Technology.

Evidence of Success

Research projects

Highlights of breakthroughs achieved:

- Institute has developed a COVID diagnostic kit
- Institute has two patents awarded and many are filed in the last five years
- Development of Small organ imaging gamma camera system
- Development of multi modal microscope
- Defluoridation of water by polymer metal ion nano composites
- Knee replacements using Chondrocyte cell culture
- Researchers developed an implementable model to enfranchise communities by means of inclusion in their firm's value chains for higher and stable income for the poor.
- Spirit at work (S@W) drew insights from Karma Yoga principles, an Indian psycho-philosophical equivalent of S@W. Unlike other studies, this study indicates that organizational culture and philosophy too have an explicit role to play in integration of S@W through 'Engagement at workplace' and 'Trans organizational work orientation'
- Tropical microgreens- A viable answer to malnutrition in Rural India

To enhance the research output of the university, **MoUs** have been signed with organizations viz. Tata trust, Food and Drug Administration (FDA) USA, Herald Logic (Pvt.) Ltd., OMIX Technologies, Twastrix, MAESTRO Inc., Labby Inc. USA, Madras Diabetic Research Foundation etc.

Problems Encountered Resources Required (150 words)- Though the research work in different disciplines/areas that is being carried out has been satisfactory, it was unanimously felt by the scientific community at SSSIHL that the research work can be accelerated, if the existing basic infrastructure facilities are strengthened by providing state-of-the-art infrastructural facilities under one roof. To address this issue, the SSSIHL Central Research Instruments Facility (CRIF) was created. CRIF is customized to provide latest and advanced characterization/analytical tools to carry out translational research in various

areas of Science and Technology. Full time technical assistants with specific expertise operate and maintain the instruments. This enables researchers to keep pace with the developments taking place globally and to publish their research findings in peer reviewed high impact journals; and contribute to the society at large.

Notes (Optional-150 words)

The enhance the research culture at campus, the institute has envisaged the introduction of Final year dissertations at Under graduate level. This has already been implemented in the department of Physics with sound results. It is being implemented at the other departments also. This helps the students to take up a problem which needs a research focus. As the institute has a provision of B.Sc.(Hons.) and integrated M.Sc., subject to a minimum CGPA, the students can crystallize and understand the problem well in advance and can take it up later as a research topic to have more insights into the problems of his/her interest.

Photographs of researches working in lab, list of research publication and facilities available in 7.2.1 b of additional information

File Description	Document
Best practices in the Institutional web site	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:

Area of Utmost priority to the Institute is **Values-based Integral education:**

Based on 2 dictums of the Revered Founder Chancellor: Bhagawan Sri Sathya Sai Baba:

- A) Education is for life, not merely for a living.
- B) The end of education is character.

To achieve this priority:

Education is imparted COMPLETELY FREE from UG to Ph.D. Level.

Residing on Campus is mandatory in our system. All Campuses are self-sufficient, well-maintained and

promoting of a peaceful co-existence with Nature

Campuses have a well-thought out schedule spanning between 5am and 10pm for the overall growth of individuals. Daily routine is a balanced mix of what caters to body, mind & soul:

Physical fitness: Yoga, jogging, exercises, games & sports

Mental & Intellectual Exercises: In the Class Rooms, In co-curricular activities like debates, dramatics, fine & performing arts etc.

Spiritual activities: Waking up at 5am with prayers, Sarva dharma prayer before start of college, Vedic recitations, Awareness Courses which bring awareness about the essential unity of religions, the nobility of human birth, the true purpose of life etc.

The Institute's mission is to create individuals who are :

Professionally sound:

The students & staff are continuously exposed to the dicta "Work is Workship" and "Duty is God" in their daily transactions, that it becomes second nature to them. At the professional front, they work hard, honestly, and their best.

Continuously updated academic courses, industry exposure, world-class infrastructure for research & projects ensure the essential knowledge and skills-set needed for commendable professional performance.

Team work is an inseparable part of Campus life, and hence at the professional front, our students are bound to be good team players. Event management of any sorts are once again a part of Campus life, and stands in good stead at the professional front.

Socially responsible:

The SSS Institutions by themselves stand for selfless social service. The students' admission into the SSS system itself is a subtle confirmation of his/ her initiation into a culture of selfless service. Exposure to the details of the magnanimous humanitarian projects undertaken & implemented by SSS organisations inspire students immensely.

Self-reliance (Value added courses) activities teach dignity of labour, and sharpen skills beyond the academic curriculum.

Grama seva (Village Empowerment) activities give exposure to students to the rural life of India, and its needs.

Periodic talks & inspirational lectures, replay of the FC's Discourses on the need for selfless service to evolve as human beings instill in students a desire to explore the higher dimensions of this noble human birth.

Spiritually Aware:

In a society torn by communal & ethnic conflicts, our mandatory AWARENESS courses give an opportunity to the students to be exposed to ideas like the essential Unity of Religions. The titles of the Awareness Courses and their content is proof for this.

The nobility of human birth and the higher purpose is reinstated through foyer talks, through the Founder Chancellor's spiritual discourses, exposure to spiritual literature, and contents of Awareness Course - some of which deal with titles like:

Life and its Quest/ Study of Classics/ Life is a challenge meet it/ Study to be steady.

The Basis of Wisdom/ The basic tenets of Indian philosophy /Interconnectedness of Creation- Limb hierarchy.

Spiritual awareness is the underlying core of the Sri Sathya Sai system of Integral Education.

The proof is in the fact that every youngster who goes through this will be comfortable talking about the topic, almost all apply practical spirituality in their own lives.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Unique Philosophy

Sri Sathya Sai Institute of Higher Learning was founded to inculcate ethical and moral values in students. These ethics and morals form the undercurrent of every subject taught at the Institute. Here, the development of a student's character is just as important as imparting knowledge.

Excerpts from Bharat Ratna Dr. APJ Abdul Kalam, the then President of India said at the 21st Convocation of the Sri Sathya Sai Institute of Higher Learning on 22nd November 2002:

“The purpose of real education is to initiate a learning process that transforms students into good human beings with knowledge and value systems. Is values-based education possible? **Sri Sathya Sai Institute of Higher Learning has given an answer in the affirmative.** I would like to congratulate the Institute for this noble education.”

Academics & Research

Over 95% examinations pass rate

Favourable Student-Teacher Ratio- 8:1

Integrated five-year programmes combining undergraduate and postgraduate studies for a systematic and graduated learning process

Interdisciplinary research for societal benefit

Awareness courses and Moral Classes reinforcing human values

Integral Education

Life lessons learnt through the message of the Revered Founder Chancellor, Bhagawan Sri Sathya Sai Baba

Application of what is learned in daily life

Integrating human values with secular knowledge

Inculcating the spirit of self-reliance and service to society

Synthesis of science and spirituality for societal benefit

Admissions

Merit-based open admissions policy for all irrespective of income, religion or region

Free education for all students

Residential Character

Compulsory residential character enabling translation of lessons learnt into practical skills through experiential learning

Spiritual ambience in an environment of discipline and love

Teaching faculty, research scholars and students residing in the hostel

Cultivation of the spirit of self-reliance, brotherhood and sacrifice through mentoring and personal example

Infrastructure

Campuses set in spacious and peaceful surroundings

Well equipped, modern science laboratories and cutting-edge Research Instruments Facility

Libraries across campuses with over 2,00,000 volumes

Computer and Multimedia learning centres with high-speed broadband internet connectivity

International Centre for Sports and a cricket stadium

Concluding Remarks :

If an Institution has been able to sustain itself, expand into four campuses and provide high-quality completely residential and free education to about 400 students per year for the last 40 years, there must be something that speaks of its functioning.

Devotion to Founder Chancellor and His ideals, dedication to the cause of 'educare', desire to contribute to the welfare of the society and nation, and finally, an aspiration for self-growth and spiritual learning- this is the combination which works for the success of SSSIHL.

An Institution with no Fee counters, lush green campuses that are self-sufficient, student and faculty population from the different parts of the country, staying mostly on Campuses - all of this and many such other features lend vibrancy to the system of education here. An unparalleled routine which begins at 5 am with positive prayerful vibes, leading into yogasanas, jogging, before one dives into the day closes with a sense of gratitude and prayers again at 10pm for the whole campus. And that is the interal education system which SSSIHL promotes.

A non-negotiable annual calendar which respects time and tradition, also fits in alongside rigorous academic activity, fulfilling Village Empowerment Programmes, heartening Skills-development events, mind-boggling Sports & cultural Meets, all with hundred percent involvement of students & staff.

Following the dicta of "Work is Worship", all teaching-learning, evaluation, administration is done with meticulousness, precision, accuracy and transparency. After all, for the members of SSSIHL, all work is an offering to their Beloved Founder Chancellor Bhagawan Sri Sathya Sai baba who has entrusted them with this beautiful and unique educational system as a gift to humanity.

In its four decades of existence, the SSSIHL has never wavered from its initial vision and mission of providing

to the society young minds who are professionally sound, socially responsible and spiritually aware.

SSSIHL is a glowing example to the world that with the right vision,

- education can be provided free.
- free education can be of high quality.
- true education occurs when the spiritual is blended with the secular.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>661</td><td>658</td><td>532</td><td>545</td><td>911</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>567</td><td>562</td><td>456</td><td>439</td><td>756</td></tr></tbody></table> <p>Remark : DVV has excluded those courses which are not focus on employability/ entrepreneurship/ skill development.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	661	658	532	545	911	2019-20	2018-19	2017-18	2016-17	2015-16	567	562	456	439	756
2019-20	2018-19	2017-18	2016-17	2015-16																	
661	658	532	545	911																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
567	562	456	439	756																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses were introduced within the last five years.</p> <p>Answer before DVV Verification : 7 Answer after DVV Verification: 820</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.</p> <p>Answer before DVV Verification : 29 Answer after DVV Verification: 3307</p> <p>Remark : DVV has made the changes as per clarification and supporting given by HEI.</p>																				
2.1.1	<p>Demand Ratio (Average of last five years)</p> <p>2.1.1.1. Number of seats available year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>601</td><td>596</td><td>547</td><td>526</td><td>526</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>601</td><td>596</td><td>547</td><td>546</td><td>546</td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16	601	596	547	526	526	2019-20	2018-19	2017-18	2016-17	2015-16	601	596	547	546	546
2019-20	2018-19	2017-18	2016-17	2015-16																	
601	596	547	526	526																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
601	596	547	546	546																	

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

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 166

Answer after DVV Verification: 150

Remark : DVV has made the changes as per considered one mentor once for a year.

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	1	0

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 436

Answer after DVV Verification: 437

2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.

Answer before DVV Verification : 447

Answer after DVV Verification: 447

Remark : DVV has made the changes as per provided report of appeared and passed students by HEI.

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	8	5	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
118	118	118	118	118

Remark : DVV has made the changes as per SSR.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	5	6	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	7	5	5	3

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	5	1	2	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	0	2	1

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last

five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
48	32	21	40	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	32	21	40	28

3.7.2 Number of functional MoUs 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.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	4	4	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	2	1	0

Remark : Provided Mous has not provided in Legal Papers which has not considered.

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60.78970	63.90480	62.34500	60.08668	49.74458

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
41.79342	60.78970	63.90480	62.34500	60.08668

Remark : DVV has made the changes as per infrastructure augmentation duly signed by CA.

4.4.1	<p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 602"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>525.4366 1</td> <td>406.1860 5</td> <td>240.3663 1</td> <td>272.3549 9</td> <td>282.8662 3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>603.9129</td> <td>525.4366</td> <td>406.1860</td> <td>240.3663</td> <td>272.3549</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	525.4366 1	406.1860 5	240.3663 1	272.3549 9	282.8662 3	2019-20	2018-19	2017-18	2016-17	2015-16	603.9129	525.4366	406.1860	240.3663	272.3549
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2019-20	2018-19	2017-18	2016-17	2015-16																	
603.9129	525.4366	406.1860	240.3663	272.3549																	
5.1.2	<p>Average percentage of students benefitted by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.</p> <p>5.1.2.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1211 1046 1346"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>459</td> <td>163</td> <td>165</td> <td>183</td> <td>167</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1424 1046 1559"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>360</td> <td>163</td> <td>165</td> <td>183</td> <td>167</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	459	163	165	183	167	2019-20	2018-19	2017-18	2016-17	2015-16	360	163	165	183	167
2019-20	2018-19	2017-18	2016-17	2015-16																	
459	163	165	183	167																	
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5.1.3	<p>Following Capacity development and skills enhancement activities are organised for improving students capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology <p>Answer before DVV Verification : A. All of the above</p>																				

Answer After DVV Verification: B. 3 of the above
 Remark : DVV has select any three of the above as per supporting shared by HEI.

5.2.1 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
78	66	22	33	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
76	64	22	31	32

5.2.1.2. **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

5.2.3 **Percentage of student progression to higher education (previous graduating batch).**

5.2.3.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 199

Answer after DVV Verification: 194

5.3.3 **Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
74	73	74	73	69

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	5	6	5

Remark : Detailed report has not provided by HEI. Provided photos has not reflect any date and caption. DVV has given the input as per pro-rata basis of provided list of events by HEI.

6.2.3 Institution Implements e-governance covering following areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Supporting screenshots of Examination has not provide by HEI.

6.3.2 Average 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:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	44	31

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	10

Remark : DVV has made the changes as per pro-rata basis of provided financial receipt by HEI.

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	3	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

3	2	0	2	0
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Remark : DVV has made the changes as per provided certificate of teachers by HEI.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

6.4.2.1. Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
165.9150 2	226.7813 5	12.01232	17.75900	4.20000

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Supporting document not provide by HEI.

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per supporting photos of Rain water harvesting and Waste water recycling Provided by HEI.

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: C. 2 of the above

Remark : Green, Energy AND Environment audit report has not provide by HEI.

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per report of Code of Conduct, Annual awareness programmes on Code of Conduct and meetings of committee provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	Number of outgoing / final year students year-wise during last five years Answer before DVV Verification: <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>436</td><td>466</td><td>456</td><td>480</td><td>492</td></tr></tbody></table> Answer After DVV Verification: <table border="1"><thead><tr><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th><th>2015-16</th></tr></thead><tbody><tr><td>447</td><td>467</td><td>465</td><td>466</td><td>489</td></tr></tbody></table>	2019-20	2018-19	2017-18	2016-17	2015-16	436	466	456	480	492	2019-20	2018-19	2017-18	2016-17	2015-16	447	467	465	466	489
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