



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Sri Sathya Sai Institute of Higher Learning
• Name of the Head of the institution	Prof. (Dr.) Carani B Sanjeevi
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08555287239
• Mobile no	8331034766
• Registered e-mail	registrar@sssihl.edu.in
• Alternate e-mail address	vc@sssihl.edu.in
• City/Town	Puttaparthi
• State/UT	Andhra Pradesh
• Pin Code	515134
<b>2.Institutional status</b>	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director	Dr. (Ms.) Rani P L				
• Phone no./Alternate phone no	9440125092				
• Mobile	8074141392				
• IQAC e-mail address	coordinatoriqac@sssihl.edu.in				
• Alternate Email address	dycoordinatoriqac@sssihl.edu.in				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.sssihl.edu.in/wp-content/uploads/2021/09/AQAR-Report-2019-20.pdf">https://www.sssihl.edu.in/wp-content/uploads/2021/09/AQAR-Report-2019-20.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A++	96%	2003	21/03/2003	20/03/2008
Cycle 2	A	3.63	2011	08/01/2011	07/01/2016
Cycle 3	B++	2.90	2021	20/09/2021	19/09/2026
<b>6.Date of Establishment of IQAC</b>			09/02/2004		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
SSSIHL	12B	UGC	2017	0	
DBIO-SSSIHL	SAP	UGC	2018-23	111 lakhs	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>5</b>	
<ul style="list-style-type: none"> <li>The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	No File Uploaded	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	<b>0</b>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
June to Aug 2020: Active participation of IQAC in finalising modalities for online classes & launch of LMS		
Jan to Mar 2021: Awareness sessions held for all HoDs on preparation for NAAC PTV, for all students, Mock presentations & Mock NAAC visits to Campuses		
July 2021: Brainstormed with internal stakeholders and submitted quality enhancement measures for implementation to the administration.		
July 2021: Actively planned online Orientation Sessions for Freshers		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		
Plan of Action	Achievements/Outcomes	
Deployment of LMS for online learning	Moodle-based e-guru developed in-house	
Modalities for online education was planned	Operationalised successfully	
Plan teaching-learning, examination & results effectively despite the pandemic	Adherence to academic calendar	

<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td><b>Board of Management</b></td> <td><b>12/03/2022</b></td> </tr> </tbody> </table>	Name	Date of meeting(s)	<b>Board of Management</b>	<b>12/03/2022</b>	
Name	Date of meeting(s)				
<b>Board of Management</b>	<b>12/03/2022</b>				
<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	<b>Yes</b>				
<b>15. Whether institutional data submitted to AISHE</b>					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td><b>2020-21</b></td> <td><b>30/03/2022</b></td> </tr> </tbody> </table>	Year	Date of Submission	<b>2020-21</b>	<b>30/03/2022</b>	
Year	Date of Submission				
<b>2020-21</b>	<b>30/03/2022</b>				
<b>Extended Profile</b>					
<b>1. Programme</b>					
1.1 Number of programmes offered during the year:	<b>26</b>				
1.2 Number of departments offering academic programmes	<b>10</b>				
<b>2. Student</b>					
2.1 Number of students during the year	<b>1333</b>				
2.2 Number of outgoing / final year students during the year:	<b>466</b>				
2.3 Number of students appeared in the University examination during the year	<b>1316</b>				
2.4	<b>28</b>				

Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1 Number of courses in all Programmes during the year	1306
3.2 Number of full time teachers during the year	156
3.3 Number of sanctioned posts during the year	175
<b>4.Institution</b>	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	2601
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	215
4.3 Total number of classrooms and seminar halls	139
4.4 Total number of computers in the campus for academic purpose	650
4.5 Total expenditure excluding salary during the year (INR in lakhs)	1209.62

## Part B

### 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 University

**'Education for societal benefit' is a guiding principle of the**

Founder Chancellor. The curricula of the programs offered at SSSIHL are rooted in regional, national, and global needs.

National policies and guidance issued by UGC, AICTE, NCTE, are also consulted for curriculum designing.

At UG level, electives are introduced to incorporate emerging fields into the syllabus. At PG level applied knowledge in relevant fields is reflected in the project works.

To ensure that the academic curriculum of the Institute is in sync with the developments in the scientific, economic and literary world, regular interactions are held with alumni, employers, academic community, parents and students of the Institute to analyze the impact of the learning on their career and personality development.

While courses in Indian languages, Indian classical & Hindustani Music, Community Nutrition etc., meet local and regional needs, Sports Nutrition, Indian Writing in English, Indian Economy etc., meet national needs, Courses in International Economics & Finance, Western Philosophy, Peace Education, Bioinformatics etc., cater to global needs.

Local issues are the focus of research at SSSIHL. Viable ways of reducing fluoride in water, solving malnutrition problems of the local population etc. are some.

The POs, PSOs and COs reflect this relevance.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

6

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1306

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.2 - Academic Flexibility

#### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

#### 1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

##### Human Values and Professional Ethics

The modern gurukula concept of Sri Sathya Sai System of Integral Education takes care of self-development for life and academic excellence for a living. Although the pandemic disturbed the regular

schedule, SSSIHL continued the following in its online mode too:

Awareness Courses twice a week for all Programmes based largely on Indian philosophical thought and unity of religions covers courses like Eternal Values in a Changing World.

Culture Classes are scheduled on the first period of every Thursday for inspiring talks, study circles on matters of ethical conduct and spiritual living, resolving dilemmas ethically etc.

Orientation Sessions for Freshman provides broad guidelines on the Value-centredness of the system of education at SSSIHL.

Gender-specific courses like Gender, School and Society, Women's Writing and Advances in Women's Nutrition have been introduced in the different programmes.

'Environmental Studies and Human Values' is a course running since 1995-96 for the undergraduate students. B.Ed. programme has course in Environmental Education.

Water quality monitoring and treatment is one of the thrust areas of research at SSSIHL

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

#### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

0



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field projects / research projects / internships during the year**

167

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.4 - Feedback System**

**1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- All 4 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Demand Ratio**

**2.1.1.1 - Number of seats available during the year**

651

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

215

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

SSSIHL believes in making a change through education. Hence identifying individual student needs is an important exercise.

The admission test and interview suitably assess the learning abilities of students at the outset.

Diagnostic tests at the beginning of the semester to identify the level of the learners, peer grouping with mixed abilities, remedial coaching outside class hours for weak learners, tutorial hours in timetable allocated for different subjects, etc. ensure a dynamic process.

The previous and mid-semester results help to decide how much attention a learner needs. Faculty, HoDs & Directors interact one-to-one with slow learners to identify their specific problems, and with advanced learners to encourage them to aim for the gold medal.

Open ended experiments: The advanced learners are given the freedom to explore beyond the set of regular manual based experiments of the lab course. Students identify the objectives, devise/design the experiment on their own and also support it with theoretical and logical justification. This develops higher order thinking and boosts confidence.

The completely residential setup also contributes to greater support for the slow learner.

Seminar presentations, webinars, organizing quizzes, co-authoring research articles with Faculty or peer group etc. provides ample scope for the advanced learners.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1333	156

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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

Teachers at SSSIHL are more than conscious that they are more 'facilitators' than 'teachers'. Getting the student involved in the learning process, hence, gets critical attention.

A few samples of participative and experiential learning are:

**Mathematics:** Jumping frog problem, coin change puzzle, water jug puzzle etc. to teach problem solving

**Physics:** Hands-on experiential learning leading to making light bulbs for Diwali

**Language Classes:** Role Plays adapted to Radio Plays in online mode.

**Writing for the Media Course:** Student interviews Sahitya academy award winner writer and publishes the transcript.

**Management:** Lean Six Sigma Studies on practical issues / debates & group discussions on the role of negotiation

**BioSciences:** Students identify the trees on the campus, and find their scientific name and label all the trees.

When the pandemic demanded online classes, the HEI adapted itself to continue participative and experiential learning as shown in the sample proofs uploaded

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

While the Faculty at SSSIHL had adopted ICT for teaching quite early in time, the pandemic in 2020 and the online teaching that followed only enhanced the need and the ability to use ICT for effective delivery. Seniormost to the juniormost faculty embraced ICT as the need of the hour.

A few ICT tools used regularly by the Faculty are:

Moodle-based LMS custom made by Faculty themselves and christened e-guru

Online Programming: Code Tantra

Use of graphic tablets or apps like Jamboard, Whiteboard etc., instead of blackboard, to teach online.

Virtual labs for science practicals

Sophisticated language lab software to enhance communication skills

Use of Peardeck, Mentimeter, G-Forms etc., for Quizzes, in addition to Moodle Quiz

Use of software in Management studies

Conducting online exams- uploading QP, creating Google assignments, evaluating scripts online, marking comments on a pdf answer script, etc.

Familiarity with all features of GMeet: creating links, fixing layout, setting up audio & video, making a presentation, recording the session etc.

Online classes through G Meet are recorded and uploaded into the G-Drive by every faculty member

Advanced Powerpoint tools: narration/ recording etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

103

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Total Number of full time teachers against sanctioned posts during the year

156

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

112

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 2.4.3 - Total teaching experience of full time teachers in the same institution during the year

### 2.4.3.1 - Total experience of full-time teachers

2107

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

10

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

49

#### 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 year

49

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

28

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**EMS: Examination Management System** is developed in-house at SSSIHL strictly adhering to the norms prescribed by UGC/AICTE/NCTE. The link for EMS is <https://exam.sssihl.edu.in/login/index.php>

**EDDRS:** As a go green initiative, the question paper setting process is through a paperless electronic system called EDDRS (Electronic Data Dispatch & Receipt System) wherein the invitation letters to the examiners to set question papers right upto scrutiny on the paper is done online.

**SEB & FEK:** Features like Safe Examination Browser (SEB) for access through desktop/laptop and Fully Examination Kiosk (FEK) for mobile phone access, randomisation of questions, randomisation of answers, candidate specific randomisation, candidate specific questions, and so on are implemented.

**TURNITIN & URKUND:** Plagiarism softwares are in use. For Dissertation and PhD programs, plagiarism check is mandatory.

CIEs are conducted by the respective campuses in the block period allocated by CoE uniformly across all campuses.

End semester examination block period is communicated to students well in advance through the academic calendar in the beginning of the academic year. <https://www.sssihl.edu.in/resources/academic-calendar> .

Use of technology has helped to shorten the evaluation time.

All processes related to examination are done online.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

A. 100% automation of entire division & implementation of Examination Management System (EMS)



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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

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.

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.

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.

Teaching feedback is taken from students at the end of every semester which are later analysed for improvement.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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



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, midsemester 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 yogasanas leads to learning and practice of skills, to encourage discipline, self-control, team work, and fair play

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

464

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

[http://www.sssihl.edu.in/wp-content/uploads/2022/05/2.7.1\\_agar\\_20\\_21v1.pdf](http://www.sssihl.edu.in/wp-content/uploads/2022/05/2.7.1_agar_20_21v1.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

Research promotion policy is uploaded on the Institute website:<https://www.sssihl.edu.in/wp-content/uploads/2021/01/3.1.1-Policy-for-Promotion-of-Research-SSSIHL.pdf>

Research facilities frequently updated to meet the research requirements.

Proof of upgradations in research facilities for 2020-21 have been uploaded herewith.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

51.25881

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

33

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research** **A. Any 4 or more of the above**  
**Central Instrumentation**  
**Centre Animal House/Green House Museum**  
**Media laboratory/Studios Business Lab**  
**Research/Statistical Databases Moot court**  
**Theatre Art Gallery**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 year (INR in Lakhs)**

5.5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

562.759

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

17

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

SSSIHL campus has taken the initiative to create an ecosystem for entrepreneurship and Innovation. The effort began with creation and dissemination of knowledge related to Entrepreneurship through an International e-conference. This was followed up with an innovation contest for students to facilitate innovative and flexible and economical solutions to problems. Students are encouraged to provide a (Jugaad) solution for identified problems. To enable the conduct of this competition, we are involving Alumni entrepreneurs and external experts into the committee that will judge the proposals and Business plans feasible for commercialisation by the student participants. The vision of this Entrepreneurship and innovation cell seeks to engender within students an intense entrepreneurial drive by fostering innovation with a social relevance.

Some of the activities envisaged in this direction are:

1. To organize conferences and knowledge sharing sessions
2. Campus-wide competitions to promote the ideation process in the primary domains

(Education, Energy, Health, Water, and Waste Management).

3. To provide mentorship to potential student entrepreneurs through industry /Start-up

support from alumni.

4. To establish a state-of-the-art in-house incubation facility that will nurture and facilitate

the entire 'Idea-to-start-up' activity.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

35

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

35

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year**

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

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4 - Research Publications and Awards**

**3.4.1 - The institution ensures implementation of its stated Code of Ethics for research**

**3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following** **A. All of the above**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website** **A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.3 - Number of Patents published/awarded during the year**

**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

**2**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.4 - Number of Ph.D's awarded per teacher during the year**

**3.4.4.1 - How many Ph.D's are awarded during the year**

**11**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

#### 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.7 - E-content is developed by teachers For e- D. Any 2 of the above PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
4.09	4.15

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
14	12

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

### 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

SSSIHL permits three categories of consultancy: Advisory Consultancy, Research Consultancy and General Consultancy.

In Advisory Consultancy: services would involve scientific, technical or other professional advice provided purely on the basis of available expert knowledge and experience of individual(s), not envisaging the use of any facilities of SSSIHL.

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

a) Sponsored Research is fully funded by the Collaborating Institute which can include both technical services and research projects with specific aims and objectives. While, 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 based on the nature, scope and possible outcome of the project(s).

b) Collaborative Research is partially funded by the Collaborating Institute/Industry and supplemented by inputs from SSSIHL such as manpower, infrastructural facilities, partial recurring expenditure etc.,

General Consultancy 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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 year

Extension activities is a part of the Sri Sathya Sai System of Education which believes in education for societal benefit. During the pandemic, the Faculty members & students took part in whatever social work they could, inspired by the philosophy of their Founder Chancellor.

Indian Medical Association felicitated Dr M R Geethabala, Associate Professor of Economics for her unstinted contribution and efforts to set up temporary Covid wards. Her participation in collecting and

providing food & grocery to migrant laborers as well as traditional artists also won appreciation.

Students in Brindavan Campus wholeheartedly packed food cooked in their hostel mess to distribute to the needy free of cost during the pandemic. Students from the North East envisaged the needs of their locality and came forward to provide groceries.

The researchers at SSSIHL also turned their attention to the need of the hour, and worked tirelessly to come up with a cost effective Covid Testing Kit which got approval from the ICMR.

Propanol-based hand sanitisers were prepared in our own labs for distribution to all hostels, Campuses and even the ashram of the Parent trust. Students also participated in the Each One Reach One project of the Covid Mission.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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 year

#### 3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

7

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

262

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 3.7 - Collaboration

### 3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

#### 3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

16

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 year

9

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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.

The institute has in total 139 classrooms, out of which 117 classrooms are equipped with Stick PCs with LCD projectors, network connection, and whiteboards. Expert teams from UGC and AICTE have inspected the facilities.

There are well-equipped laboratories in all departments: Artificial Intelligence lab, Nuclear Physics Lab, Organic Chemistry Lab, Water Analysis Lab, Biotechnology Lab, Microbial Fuel Cell Lab, Molecular Biology Lab, Research Lab, Tissue Culture Lab, Experimental and Clinical Nutrition Lab, Public Health and Nutritional Lab, Language Lab etc.

Central Research Instruments Facility (CRIF) is a state-of-the-art establishment for research equipment. Central Research Laboratory is a subsidiary of CRIF at the Anantapur Campus.

The University has 1Gbps Internet connectivity under the aegis of the National Knowledge Network (NKN), NAS servers, VPNs, and so on for academic and research pursuits of staff and students.

SSSIHL also has a software based English Language Lab running on Symposium Smart Class plus.

Computer Centres at the campuses are equipped with 600+ computers for use by the faculty and students. The student to computer ratio of the Institute now stands at 2:1.

The Multimedia Learning Centres, equipped with the latest Audio / Video conferencing facilities enable active and real-time collaborations.

<https://www.sssihl.edu.in/about-us/facilities/>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

All campuses of the University are well equipped with sports facilities. Each campus has a Physical Instructor who oversees the sports activities for students at that campus.

Two main central sports facilities available are:

Sri Sathya Sai International Centre for Sports A state of the art Olympic-standard multi-discipline indoor stadium with facilities for Basketball, Volleyball, Tennis, Squash, Table-tennis, Badminton, Gymnastics and Yoga/Aerobics. This stadium - measuring 100 m x 60 metres on a 4.8-acre site, is amongst the largest open-frame space domes in the country with a spectator capacity of 4,000.

Sri Sathya Sai Hill View Stadium A multi-purpose outdoor stadium, constructed for the purpose of conducting the Annual Sports and Cultural Meet of all Sri Sathya Sai Educational institutions (an annual event on 11 January).

Occasionally, the stadium, with a gallery for 25,000 spectators, hosts International sports events.

Three out of four campuses of SSSIHL have auditoriums that can accommodate about 900 people each.

<https://www.sssihl.edu.in/about-us/facilities/>

Campuses have Kho-Kho Courts, Basketball (cemented) Courts, Tennis & Badminton Courts, Volleyball Courts, Throw Ball Courts, Ball Badminton and Tennikoit Courts, etc.

Gymnasium has Stationary Gym equipment, Cycle & Treadmill, Dumbbells etc.

Yogasana sessions were conducted ONLINE during the pandemic.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.1.3 - Availability of general campus facilities and overall ambience

Barrier free environment for the physically challenged - ramps and lifts.

Uninterrupted supply of purified RO water.

CCTV cameras for surveillance and security.

Hostel is a self-sufficient unit having Carpentry, Plumbing, Audiovisuals, Publications, Dietary services, Arts & Crafts, cooperative societies, reading rooms and so on.

Sanitary napkins vending machine and incinerator for their proper disposal for women's sanitation

Fire safety equipment installed based on the guidelines of the disaster response and fire services department.

Staff quarters for the faculty and non-teaching staff

Power from the local electricity board and also from the in-campus solar panels.

Diesel generators for all the crucial facilities including the hostels.

Access to General and Super specialty hospitals for health care provided totally free of cost run by the parent trust.

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

Banking facility

Shopping centre and stores are available in each hostel

Well paved and well-lit roads.

Covered parking facility for all staff members

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

707.24

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

The Central Library and other three campus libraries have hybrid collections in print and electronic format. These libraries are equipped with Koha software package which is an Integrated Library Management System (ILMS) with necessary modules such as Acquisition, Catalogue, Serials, Patrons, Circulation and reports.

All documents are Spline labeled, and Bar Code are generated in Koha for smooth transactions. Book transactions are carried out with the help of a barcode scanner.

E-mail alerts are configured in koha and it is sent to the patron's via e-mail alert to know the Membership, check-in / Check-out and renewal of the documents.

Different types of reports can be generated with the use of above mentioned software which is useful for various committees and inspections from time to time.

On-line Public Access Catalogue (OPAC) The OPAC can be accessed on intranet to search all the bibliographic records available in the libraries.

The OPAC can be searched by author, title, subject, keywords etc., library working hours, e-resources and the new arrivals of the books.

All Campus libraries are provided with sufficient computer terminals with internet facility to access the electronic resources. All e-resources / online databases are accessed through Institute IPs.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>



**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**21.88**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**

**354**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3 - IT Infrastructure**

**4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year**

**117**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**Yes, the HEI has an IT policy, which is uploaded.**



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1333	650

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

• ?1 GBPS

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

30.3079

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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.

All infrastructure at SSSIHL is maintained responsibly through the

collective effort and conscious use by faculty and students. The other regular practices adopted in this regard are:

- Inventory, Stock Registers & Log Books
- Utility Registers
- Periodic Checks
- Annual Maintenance Contracts
- Maintenance managers & teams
- Annual physical stock verification
- Recurring & non-recurring budget
- System administrators
- IT Personnel

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

1333

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

419

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution**  
**Soft skills**  
**Language and communication skills**  
**Life skills (Yoga, physical fitness, health and hygiene)**  
**Awareness of trends in technology**

**A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**  
**Implementation of guidelines of statutory/regulatory bodies**  
**Organisation wide awareness and undertakings on policies with zero tolerance**  
**Mechanisms for submission of online/offline students' grievances**  
**Timely redressal of the grievances through appropriate committees**

**• All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

23

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.2 - Total number of placement of outgoing students during the year

128

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

220

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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 year

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

Leadership is a quality seamlessly imbibed and exhibited by all students of SSSIHL. The culture of the institute is such that knowledge and skills are passed down diligently from batch to batch.

From learning to play various musical instruments, to managing a variety of hostel activities, every single aspect of the system is handed down by senior students. They are instrumental in keeping alive the spirit of the college. Even students who are not designated an official role, never fail to rise up to the occasion. Despite the barriers of the virtual mode, students have taken painstaking efforts to uphold the uniqueness of Founder Chancellor Bhagawan Sri Sathya Sai Baba's 'Educare'.

In the year 2020, a nine-month long spiritual programme was organised by a team of final year students, for all students, research scholars and teachers. A new practice or learning was undertaken every week, and collectively offered for the Founder Chancellor's 95th Birthday Celebrations. Virtual programmes were conducted with vast participation. The self-reliance groups functioned ceaselessly due to the commitment of the senior students. The senior student body is therefore an indispensable asset to SSSIHL.

Sample of Student activities uploaded.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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 during the year

Alumni network is very strong at SSSIHL.

During 2020-2021, alumni contributed both financially, academically and otherwise to the Institute's needs. Some of the contributions are:

- Help in evacuating students from the hostel safely to their hometowns during the sudden nationwide lockdown in April-May 2020.
- Help to complete conducting examinations which were pending in July 2020, organising centres across India & abroad.
- Alumni in the academia contribute as guest faculty, external examiners, Members of Boards of Studies, Members of viva voce panels etc.
- Alumni in the industry very regularly give honest feedback on the curriculum to incorporate the latest trends, give seminars and organize workshops to share industry experience, career counselling, and even groom graduates for placements.
- Experienced and well-placed alumni support entrepreneurial initiatives.
- Alumni also deliver talks, make formal planned visits in batches to inspire the current students about the different facets of the Institute's strengths.
- Alumni are also members of IQAC, Research Project Funding etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ? 5Lakhs**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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

In line with the vision and mission of the HEI towards developing

students who are professionally sound, socially responsible and spiritually aware, some of the activities taken up during the year 2020-21 are listed below.

- 15 new courses introduced (see 1.2.1)
- New research facilities added (see 3.1.1)
- Rs 7 crores have been spent for augmenting infrastructure (see 4.1.4)
- Even during pandemic, commitment of faculty to student needs is unparalleled. (see 2.2.1)
- Alumni seva activities during pandemic ([www.vidyullekha.in/SSSSO-Magazine/love-in-action-jan1-2021/](http://www.vidyullekha.in/SSSSO-Magazine/love-in-action-jan1-2021/))
- Moral / culture classes (see 7.1.10)
- Extension activities during pandemic (see 3.6.1)
- Development of COVID-19 kit approved by ICMR (see 6.2.1)

The vision and mission document of the HEI has been uploaded.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The administration was very proactive during the pandemic as listed in the following activities:

- Forming a core committee to customize a learning management system (LMS) for running the academic year online
- Implementing the LMS inhouse and making it go live
- Starting the new academic year 2020-21 during the pandemic as early as August 2020

- Forming a set of coordinators across the campuses for effectively managing the LMS
- Integrating LMS with google services for effectively conducting on-line exams
- Running virtual lab sessions
- Running yoga sessions and institute brass band sessions online

It is to be noted that the administration with participation from faculty through various committees facilitated by the administration ensured a smooth running of the academic year 2020-21 during the pandemic.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

A strategic plan of HEI which was socially relevant research was promoted in 2020-21 with emphasis on COVID-19, which was the need of the hour. A COVID-19 diagnostic kit developed by the Institute was the ONLY one from an academic institution that was approved by ICMR. Mathematical modeling of COVID-19 was also active during this time. Few notable research works undertaken are given below:

Department

Research Topic

Biosciences

- Health and Environment
- Medicinally active natural products

Chemistry

- Environmental Analytical Chemistry



- Point-of-care devices for Clinical use
- Deflouridation

#### Food and Nutritional Sciences

- Therapeutic foods
- Hospital diets
- Nutritional Biology and metabolomics
- Public Nutrition and Epidemiology

#### Mathematics & Computer Science

- Movement of Medical Images
- Mathematical Epidemiology (COVID-19, Dengue, Leprosy)

#### Physics

- Biomedical Sensing
- Low cost tomographic imaging
- Solid electrolytes
- Nanomaterials for water purification
- Radiation shielding
- Nuclear medical imaging

#### Management & Commerce

- Social, Rural Entrepreneurship
- Organizational Learning and Green Supply chain management
- Rural Financial inclusion

- Values-Centered Leadership
- Sustainable consumption

#### Economics

- Development in multidimensional perspective

#### Education

- Pedagogical approaches to Peace education at secondary school level

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**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 authenticated.

**Recruitment:** Institute has a well formulated recruitment policy. Notification of the vacancy is published in the institute-  
<https://www.sssihl.edu.in/resources/recruitment/>

Promotion of teachers takes into consideration the following parameters:

- Academic Performance Index (API) as prescribed by the UGC rules,
- Annual self-evaluation
- Teaching Quality Feedback given by students
- Recommendations by HOD and director of the campus
- Interviews

Non-teaching staff are also promoted based on their performance

appraisal report and an interview.

It is also to be noted that Academic and Administrative Audit (AAA) was done even during pandemic in the online mode.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering A. All of the above following areas of operation

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

Teaching staff fill the self-evaluation form annually which is analysed combined with their Academic Performance Score (API) as prescribed by UGC for career advancement.

Non-teaching staff- Performance appraisal is undertaken by a review committee for their promotion.

Welfare Measures available for all teaching and non-teaching staff:

- Accommodation
- Free medical care facility.
- Excellent gymnasium and sports facilities
- Preference in admission to the school and university under the staff quota.

- Canteens in each campus provide nutritious and hygienic food for a nominal price.
- All campuses have attached General stores.
- Spiritual and elevating talks, presentations and exhibitions are organized on a periodic basis as a food for the soul.
- DA and HRA are provided as per 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 every year

Welfare measure for women:

- Paid maternity leave for 26 weeks.
- Sanitary pads vending and disposing machine in hostel
- Safe and secure work environment and transport facility
- Access to gynecologist who visit the hostel on a regular basis

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year**

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year**

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)**

28

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4 - Financial Management and Resource Mobilization**

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

The budget estimate would indicate the total receipts that need 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

Resource mobilisation :

? 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 utilisation of resources:

Hostels accommodate full capacity.

Computer & science labs operate whole day to fit in lab courses of various programmes

The playground / stadium courts have a full schedule for matches

Classrooms are shared by different departments for optimal utilisation.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)**

15.93

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)**

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

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 half yearly to the internal auditor for internal audit for the year 2020-21.

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

? Subsequently the internal auditor would submit an audit report to the management of their audit observations.

? 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	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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

As a part of teaching learning process June to Aug 2020- Active participation of IQAC in finalising modalities for online classes & launch of Learning Management system

? Jan to Mar 2021: Awareness sessions held for all HoDs on preparation for NAAC PTV, for all students, Mock presentations & Mock NAAC visits to Campuses

? July 2021 - Brainstormed with internal stakeholders and submitted quality enhancement measures for implementation to the VC.



? July 2021 - Actively planned online Orientation Sessions for Freshers

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

**Post accreditation quality initiatives**

? Advanced facilities have been established to support research activities. Significant progress has been made in promoting interdisciplinary research. This has led to a couple of patents.

? The research output and the teaching components are main considerations for the career progression of the Faculty.

- More active collaboration and MoUs with various organizations and external agencies has been established in taking research forward.
- Established Intellectual Property Right (IPR) and Innovation Cell to promote innovation culture.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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 year

- **Equal opportunities are given to men and women in all leadership roles:**
  - Out of 10 HoDs, 6 are women, 4 are men, from April 2020.
  - Dean of Research is a male member; while Dean of Education is from the women's campus, since April 2020.
  - IQAC coordinator is a lady faculty member; while the Deputy coordinator is a male member, from October 2020.
- The chief Guest for the 39th Convocation in Nov 2020 was Dr Sowmya Swaminathan, WHO & the Invited speaker for Sundara Swamy Endowment Lecture, Sept 2020 was Lt. Gen Dr Madhuri Kanitkar.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="http://www.sssihl.edu.in/wp-content/uploads/2022/05/7.1.1_agar_20_21_women-facilities.pdf">http://www.sssihl.edu.in/wp-content/uploads/2022/05/7.1.1_agar_20_21_women-facilities.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant**

**A. Any 4 or All of the above**

**Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

- **Biological waste:** Incinerated and safely disposed through government-approved vendors in collaboration with Sri Sathya Sai Institute of Higher Medical Sciences. Wherever applicable, it is autoclaved and decontaminated before sending for incineration.
- **Laboratory waste:** Disposed of by Sriven Technologies, Anantapur (Authorized by Andhra Pradesh Pollution Control Board)
- **Biological liquid waste:** Autoclaved and subsequently disposed
- **Waste water from RO water plants:** Collected in catchment areas to recharge the ground water, and for cleaning.
- **Aaga composters:** Wet waste is composted to produce manure used in vegetable gardens.
- **Chemical waste:** Segregated as hazardous and non-hazardous waste, further as organic and inorganic waste. Organic waste is segregated into aqueous-based waste, halogenated and non-halogenated solvents, stored separately and then handed over to an authorized recycler.
- **Inorganic waste:** Is neutralized and then disposed off.
- **E-waste:** The Institute opts for buyback or exchange of the electronic equipment from different vendors.
- **Radiological Safety Officer (RSO)** approved by AERB, maintains a log of Radioisotope procurement, safe storage and disposal.

Through RSO, Institute submits annual reports to AERB through eLORA webportal. Dosimeters of operating Personnel are monitored frequently and report given.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:** A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:** D. Any 1 of the above

1. Green audit
2. Energy audit

**3.Environment audit**

**4.Clean and green campus recognitions/awards**

**5.Beyond the campus environmental promotional activities**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The Institute has students and Faculty hailing from almost all states of India, living together in harmony in its four campuses.

The compulsory residential set up demands that students from varied linguistic and cultural backgrounds live together in harmony in the hostel rooms. Many even end up learning one another's language in this process.

The emblem of the Institute is the Sarva Dharma Stupa, a relic in Prasanthi Nilayam, the HEI's headquarters, proclaiming the unity of all religions.

All major festivals of all major religions and states of India are celebrated in their true spirit, with the complete involvement of

the students. Dasara, Mahashivratri, Christmas, Ganesh Chaturthi, Id, Onam, Ugadi, Baisakhi/Pongal/Makar Sankranti, Dashain and so on are celebrated with the same enthusiasm and fervor.

Community living in the hostel which insists on a frugal life style, campus uniforms, same-facilities-for-all, etc., helps to even out any socioeconomic diversities among the students.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Independence & Republic Days are celebrated with patriotic fervour. The Brass bands of the Institute are trained to play the National anthem, and all students are trained to take part in a parade. Men in uniform are invited to deliver inspiring talks to the students on these occasions.

National Education Day and the contributions by Moulana Azad were discussed on 11 Nov 2020.

As a part of responsible citizenry, World Diabetes Day was celebrated, to increase awareness on this health issue.

National Constitution Day was marked by a talk by the Faculty of Political Science. Hindi Diwas and Sanskrit week are marked by programmes organised by the respective Faculty members and students.

International Yoga Day was marked with fervour.

Despite the pandemic and off-campus classes, all the above were carried out as effectively as possible virtually.

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.

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers,** All of the above

**administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Our revered founder Chancellor Bhagawan Sri Sathya Sai Baba has taught all of us that we should revere the five mothers Deha -maatha (the Physical mother), Go -maatha (the cow), Bhoo -maatha (the earth), Desha -maatha (the Motherland), and Veda -maatha (the scriptures). Our Institution has ensured that all the important national and international festivals are celebrated in their true spirit. On these occasions, we bring in eminent speakers to inspire our students.

Despite the classes being on online mode, and students being away from the Campuses, no compromise was made on marking the most important national days. The Research scholars & Faculty on Campus along with students and faculty from home in online mode marked the following days very diligently.



## Part B

### 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 University

'Education for societal benefit' is a guiding principle of the Founder Chancellor. The curricula of the programs offered at SSSIHL are rooted in regional, national, and global needs.

National policies and guidance issued by UGC, AICTE, NCTE, are also consulted for curriculum designing.

At UG level, electives are introduced to incorporate emerging fields into the syllabus. At PG level applied knowledge in relevant fields is reflected in the project works.

To ensure that the academic curriculum of the Institute is in sync with the developments in the scientific, economic and literary world, regular interactions are held with alumni, employers, academic community, parents and students of the Institute to analyze the impact of the learning on their career and personality development.

While courses in Indian languages, Indian classical & Hindustani Music, Community Nutrition etc., meet local and regional needs, Sports Nutrition, Indian Writing in English, Indian Economy etc., meet national needs, Courses in International Economics & Finance, Western Philosophy, Peace Education, Bioinformatics etc., cater to global needs.

Local issues are the focus of research at SSSIHL. Viable ways of reducing fluoride in water, solving malnutrition problems of the local population etc. are some.

The POs, PSOs and COs reflect this relevance.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

6

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year**

**1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**

1306

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.2 - Academic Flexibility**

**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year**

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year**

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

#### Human Values and Professional Ethics

The modern gurukula concept of Sri Sathya Sai System of Integral Education takes care of self-development for life and academic excellence for a living. Although the pandemic disturbed the regular schedule, SSSIHL continued the following in its online mode too:

Awareness Courses twice a week for all Programmes based largely on Indian philosophical thought and unity of religions covers courses like Eternal Values in a Changing World.

Culture Classes are scheduled on the first period of every Thursday for inspiring talks, study circles on matters of ethical conduct and spiritual living, resolving dilemmas ethically etc.

Orientation Sessions for Freshman provides broad guidelines on the Value-centredness of the system of education at SSSIHL.

Gender-specific courses like Gender, School and Society, Women's Writing and Advances in Women's Nutrition have been introduced in the different programmes.

'Environmental Studies and Human Values' is a course running since 1995-96 for the undergraduate students. B.Ed. programme has course in Environmental Education.

Water quality monitoring and treatment is one of the thrust areas of research at SSSIHL

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered

<b>during the year</b>	
0	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.3.3 - Total number of students enrolled in the courses under 1.3.2 above</b>	
<b>1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year</b>	
0	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.3.4 - Number of students undertaking field projects / research projects / internships during the year</b>	
167	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.4 - Feedback System</b>	
<b>1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni</b>	<ul style="list-style-type: none"> <li>• All 4 of the above</li> </ul>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>1.4.2 - Feedback processes of the institution may be classified as follows</b>	<ul style="list-style-type: none"> <li>• Feedback collected, analysed and action taken and feedback available on website</li> </ul>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Demand Ratio

##### 2.1.1.1 - Number of seats available during the year

651

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

##### 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

##### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

215

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

SSSIHL believes in making a change through education. Hence identifying individual student needs is an important exercise.

The admission test and interview suitably assess the learning abilities of students at the outset.

Diagnostic tests at the beginning of the semester to identify the level of the learners, peer grouping with mixed abilities, remedial coaching outside class hours for weak learners, tutorial

hours in timetable allocated for different subjects, etc. ensure a dynamic process.

The previous and mid-semester results help to decide how much attention a learner needs. Faculty, HoDs & Directors interact one-to-one with slow learners to identify their specific problems, and with advanced learners to encourage them to aim for the gold medal.

Open ended experiments: The advanced learners are given the freedom to explore beyond the set of regular manual based experiments of the lab course. Students identify the objectives, devise/design the experiment on their own and also support it with theoretical and logical justification. This develops higher order thinking and boosts confidence.

The completely residential setup also contributes to greater support for the slow learner.

Seminar presentations, webinars, organizing quizzes, co-authoring research articles with Faculty or peer group etc. provides ample scope for the advanced learners.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1333	156

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

Teachers at SSSIHL are more than conscious that they are more

'facilitators' than 'teachers'. Getting the student involved in the learning process, hence, gets critical attention.

A few samples of participative and experiential learning are:

**Mathematics:** Jumping frog problem, coin change puzzle, water jug puzzle etc. to teach problem solving

**Physics:** Hands-on experiential learning leading to making light bulbs for Diwali

**Language Classes:** Role Plays adapted to Radio Plays in online mode.

**Writing for the Media Course:** Student interviews Sahitya academy award winner writer and publishes the transcript.

**Management:** Lean Six Sigma Studies on practical issues / debates & group discussions on the role of negotiation

**BioSciences:** Students identify the trees on the campus, and find their scientific name and label all the trees.

When the pandemic demanded online classes, the HEI adapted itself to continue participative and experiential learning as shown in the sample proofs uploaded

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

While the Faculty at SSSIHL had adopted ICT for teaching quite early in time, the pandemic in 2020 and the online teaching that followed only enhanced the need and the ability to use ICT for effective delivery. Seniormost to the juniormost faculty embraced ICT as the need of the hour.

A few ICT tools used regularly by the Faculty are:

Moodle-based LMS custom made by Faculty themselves and christened e-guru



**Online Programming: Code Tantra**

Use of graphic tablets or apps like Jamboard, Whiteboard etc., instead of blackboard, to teach online.

Virtual labs for science practicals

Sophisticated language lab software to enhance communication skills

Use of Peardeck, Mentimeter, G-Forms etc., for Quizzes, in addition to Moodle Quiz

Use of software in Management studies

Conducting online exams- uploading QP, creating Google assignments, evaluating scripts online, marking comments on a pdf answer script, etc.

Familiarity with all features of GMeet: creating links, fixing layout, setting up audio & video, making a presentation, recording the session etc.

Online classes through G Meet are recorded and uploaded into the G-Drive by every faculty member

Advanced Powerpoint tools: narration/ recording etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.3.3 - Ratio of students to mentor for academic and other related issues during the year**

**2.3.3.1 - Number of mentors**

103

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality**

**2.4.1 - Total Number of full time teachers against sanctioned posts during the year**

<b>156</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year**

<b>112</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.3 - Total teaching experience of full time teachers in the same institution during the year**

**2.4.3.1 - Total experience of full-time teachers**

<b>2107</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year**

<b>10</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms**

**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

49

**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 year**

49

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year**

28

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**EMS: Examination Management System is developed in-house at SSSIHL strictly adhering to the norms prescribed by UGC/AICTE/NCTE. The link for EMS is <https://exam.sssihl.edu.in/login/index.php>**

**EDDRS: As a go green initiative, the question paper setting process is through a paperless electronic system called EDDRS (Electronic Data Dispatch & Receipt System) wherein the invitation letters to the examiners to set question papers right upto scrutiny on the paper is done online.**

**SEB & FEK: Features like Safe Examination Browser (SEB) for access through desktop/laptop and Fully Examination Kiosk (FEK) for mobile phone access, randomisation of questions, randomisation of answers, candidate specific randomisation, candidate specific questions, and so on are implemented.**

**TURNITIN & URKUND: Plagiarism softwares are in use. For Dissertation and PhD programs, plagiarism check is mandatory.**

CIEs are conducted by the respective campuses in the block period allocated by CoE uniformly across all campuses.

End semester examination block period is communicated to students well in advance through the academic calendar in the beginning of the academic year. <https://www.sssihi.edu.in/resources/academic-calendar> .

Use of technology has helped to shorten the evaluation time.

All processes related to examination are done online.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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

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.

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.

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.

Teaching feedback is taken from students at the end of every semester which are later analysed for improvement.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

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, midsemester 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 yogasanas leads to learning and practice of skills, to encourage discipline, self-control, team

**work, and fair play**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.6.3 - Number of students passed during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

**464**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)**

[http://www.sssi.hl.edu.in/wp-content/uploads/2022/05/2.7.1\\_agar\\_20\\_21v1.pdf](http://www.sssi.hl.edu.in/wp-content/uploads/2022/05/2.7.1_agar_20_21v1.pdf)

**RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 - Promotion of Research and Facilities**

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

Research promotion policy is uploaded on the Institute website:<https://www.sssi.hl.edu.in/wp-content/uploads/2021/01/3.1.1-Policy-for-Promotion-of-Research-SSSIHL.pdf>

Research facilities frequently updated to meet the research requirements.

Proof of upgradations in research facilities for 2020-21 have been uploaded herewith.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)**

51.25881

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year**

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year**

33

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research**  
**Central Instrumentation**  
**Centre Animal House/Green House Museum**  
**Media laboratory/Studios Business Lab**  
**Research/Statistical Databases Moot court**  
**Theatre Art Gallery**

A. Any 4 or more of the above



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 year (INR in Lakhs)**

5.5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

562.759

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year**

17

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

SSSIHL campus has taken the initiative to create an ecosystem for entrepreneurship and Innovation. The effort began with creation and dissemination of knowledge related to Entrepreneurship through an International e-conference. This was followed up with an innovation contest for students to facilitate innovative and flexible and economical solutions to problems. Students are encouraged to provide a (Jugaad) solution for identified problems. To enable the conduct of this competition, we are involving Alumni entrepreneurs and external experts into the committee that will judge the proposals and Business plans feasible for commercialisation by the student participants. The vision of this Entrepreneurship and innovation cell seeks to engender within students an intense entrepreneurial drive by fostering innovation with a social relevance.

Some of the activities envisaged in this direction are:

1. To organize conferences and knowledge sharing sessions
2. Campus-wide competitions to promote the ideation process in the primary domains

(Education, Energy, Health, Water, and Waste Management).

3. To provide mentorship to potential student entrepreneurs through industry /Start-up

support from alumni.

4. To establish a state-of-the-art in-house incubation facility that will nurture and facilitate

the entire 'Idea-to-start-up' activity.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

35

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

35

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year**

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

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4 - Research Publications and Awards**

**3.4.1 - The institution ensures implementation of its stated Code of Ethics for research**

**3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)

A. All of the above

**3.Plagiarism check**  
**4.Research Advisory Committee**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.3 - Number of Patents published/awarded during the year**

**3.4.3.1 - Total number of Patents published/awarded year wise during the year**

**2**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.4 - Number of Ph.D's awarded per teacher during the year**

**3.4.4.1 - How many Ph.D's are awarded during the year**

**11**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.5 - Number of research papers per teacher in the Journals notified on UGC website**

**during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**

**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS**

**D. Any 2 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**

Scopus	Web of Science
4.09	4.15

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
14	12

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

### 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

SSSIHL permits three categories of consultancy: Advisory Consultancy, Research Consultancy and General Consultancy.

In Advisory Consultancy: services would involve scientific, technical or other professional advice provided purely on the basis of available expert knowledge and experience of individual(s), not envisaging the use of any facilities of SSSIHL.

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

a) Sponsored Research is fully funded by the Collaborating Institute which can include both technical services and research projects with specific aims and objectives. While, 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 based on the nature, scope and possible outcome of the project(s).

b) Collaborative Research is partially funded by the Collaborating Institute/Industry and supplemented by inputs from SSSIHL such as manpower, infrastructural facilities, partial recurring expenditure etc.,

General Consultancy 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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 year

Extension activities is a part of the Sri Sathya Sai System of Education which believes in education for societal benefit. During the pandemic, the Faculty members & students took part in whatever social work they could, inspired by the philosophy of their Founder Chancellor.

Indian Medical Association felicitated Dr M R Geethabala, Associate Professor of Economics for her unstinted contribution and efforts to set up temporary Covid wards. Her participation in collecting and providing food & grocery to migrant laborers as



well as traditional artists also won appreciation.

Students in Brindavan Campus wholeheartedly packed food cooked in their hostel mess to distribute to the needy free of cost during the pandemic. Students from the North East envisaged the needs of their locality and came forward to provide groceries.

The researchers at SSSIHL also turned their attention to the need of the hour, and worked tirelessly to come up with a cost effective Covid Testing Kit which got approval from the ICMR.

Propanol-based hand sanitisers were prepared in our own labs for distribution to all hostels, Campuses and even the ashram of the Parent trust. Students also participated in the Each One Reach One project of the Covid Mission.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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 year**

**3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year**

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

7

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

262

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.7 - Collaboration**

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

**3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

16

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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 year**

9

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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.

The institute has in total 139 classrooms, out of which 117

classrooms are equipped with Stick PCs with LCD projectors, network connection, and whiteboards. Expert teams from UGC and AICTE have inspected the facilities.

There are well-equipped laboratories in all departments: Artificial Intelligence lab, Nuclear Physics Lab, Organic Chemistry Lab, Water Analysis Lab, Biotechnology Lab, Microbial Fuel Cell Lab, Molecular Biology Lab, Research Lab, Tissue Culture Lab, Experimental and Clinical Nutrition Lab, Public Health and Nutritional Lab, Language Lab etc.

Central Research Instruments Facility (CRIF) is a state-of-the-art establishment for research equipment. Central Research Laboratory is a subsidiary of CRIF at the Anantapur Campus.

The University has 1Gbps Internet connectivity under the aegis of the National Knowledge Network (NKN), NAS servers, VPNs, and so on for academic and research pursuits of staff and students.

SSSIHL also has a software based English Language Lab running on Symposium Smart Class plus.

Computer Centres at the campuses are equipped with 600+ computers for use by the faculty and students. The student to computer ratio of the Institute now stands at 2:1.

The Multimedia Learning Centres, equipped with the latest Audio / Video conferencing facilities enable active and real-time collaborations.

<https://www.sssihl.edu.in/about-us/facilities/>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

All campuses of the University are well equipped with sports facilities. Each campus has a Physical Instructor who oversees the sports activities for students at that campus.

Two main central sports facilities available are:

Sri Sathya Sai International Centre for Sports A state of the art Olympic-standard multi-discipline indoor stadium with facilities for Basketball, Volleyball, Tennis, Squash, Table-tennis, Badminton, Gymnastics and Yoga/Aerobics. This stadium - measuring 100 m x 60 metres on a 4.8-acre site, is amongst the largest open-frame space domes in the country with a spectator capacity of 4,000.

Sri Sathya Sai Hill View Stadium A multi-purpose outdoor stadium, constructed for the purpose of conducting the Annual Sports and Cultural Meet of all Sri Sathya Sai Educational institutions (an annual event on 11 January).

Occasionally, the stadium, with a gallery for 25,000 spectators, hosts International sports events.

Three out of four campuses of SSSIHL have auditoriums that can accommodate about 900 people each.

<https://www.sssihl.edu.in/about-us/facilities/>

Campuses have Kho-Kho Courts, Basketball (cemented) Courts, Tennis & Badminton Courts, Volleyball Courts, Throw Ball Courts, Ball Badminton and Tennikoit Courts, etc.

Gymnasium has Stationary Gym equipment, Cycle & Treadmill, Dumbbells etc.

Yogasana sessions were conducted ONLINE during the pandemic.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.1.3 - Availability of general campus facilities and overall ambience

Barrier free environment for the physically challenged - ramps and lifts.

Uninterrupted supply of purified RO water.

CCTV cameras for surveillance and security.

Hostel is a self-sufficient unit having Carpentry, Plumbing, Audiovisuals, Publications, Dietary services, Arts & Crafts, cooperative societies, reading rooms and so on.

Sanitary napkins vending machine and incinerator for their proper disposal for women's sanitation

Fire safety equipment installed based on the guidelines of the disaster response and fire services department.

Staff quarters for the faculty and non-teaching staff

Power from the local electricity board and also from the in-campus solar panels.

Diesel generators for all the crucial facilities including the hostels.

Access to General and Super specialty hospitals for health care provided totally free of cost run by the parent trust.

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

Banking facility

Shopping centre and stores are available in each hostel

Well paved and well-lit roads.

Covered parking facility for all staff members

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

707.24

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2 - Library as a Learning Resource**

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

The Central Library and other three campus libraries have hybrid collections in print and electronic format. These libraries are equipped with Koha software package which is an Integrated Library Management System (ILMS) with necessary modules such as Acquisition, Catalogue, Serials, Patrons, Circulation and reports.

All documents are Spline labeled, and Bar Code are generated in Koha for smooth transactions. Book transactions are carried out with the help of a barcode scanner.

E-mail alerts are configured in koha and it is sent to the patron's via e-mail alert to know the Membership, check-in / Check-out and renewal of the documents.

Different types of reports can be generated with the use of above mentioned software which is useful for various committees and inspections from time to time.

On-line Public Access Catalogue (OPAC) The OPAC can be accessed on intranet to search all the bibliographic records available in the libraries.

The OPAC can be searched by author, title, subject, keywords etc., library working hours, e-resources and the new arrivals of the books.

All Campus libraries are provided with sufficient computer terminals with internet facility to access the electronic resources. All e- resources / online databases are accessed through Institute IPs.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases</b></p>	<p>A. Any 4 or all of the above</p>
--	-------------------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**21.88**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**

**354**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3 - IT Infrastructure**

**4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year**

**117**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**Yes, the HEI has an IT policy, which is uploaded.**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>



<b>4.3.3 - Student - Computer ratio during the year</b>	
Number of students	Number of Computers available to students for academic purposes
<b>1333</b>	<b>650</b>
<b>4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)</b>	• <b>1 GBPS</b>
<b>4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing</b>	<b>A. All of the above</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>
<b>4.4 - Maintenance of Campus Infrastructure</b>	
<b>4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year</b>	
<b>30.3079</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
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.	
<p><b>All infrastructure at SSSIHL is maintained responsibly through the collective effort and conscious use by faculty and students. The other regular practices adopted in this regard are:</b></p>	

- Inventory, Stock Registers & Log Books
- Utility Registers
- Periodic Checks
- Annual Maintenance Contracts
- Maintenance managers & teams
- Annual physical stock verification
- Recurring & non-recurring budget
- System administrators
- IT Personnel

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

1333

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

419

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology</b>	<b>A. All of the above</b>
--	----------------------------

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>• All of the above</b>
---	---------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

**23**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.2 - Total number of placement of outgoing students during the year

128

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

220

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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 year

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

Leadership is a quality seamlessly imbibed and exhibited by all students of SSSIHL. The culture of the institute is such that knowledge and skills are passed down diligently from batch to batch. From learning to play various musical instruments, to

managing a variety of hostel activities, every single aspect of the system is handed down by senior students. They are instrumental in keeping alive the spirit of the college. Even students who are not designated an official role, never fail to rise up to the occasion. Despite the barriers of the virtual mode, students have taken painstaking efforts to uphold the uniqueness of Founder Chancellor Bhagawan Sri Sathya Sai Baba's 'Educare'.

In the year 2020, a nine-month long spiritual programme was organised by a team of final year students, for all students, research scholars and teachers. A new practice or learning was undertaken every week, and collectively offered for the Founder Chancellor's 95th Birthday Celebrations. Virtual programmes were conducted with vast participation. The self-reliance groups functioned ceaselessly due to the commitment of the senior students. The senior student body is therefore an indispensable asset to SSSIHL.

Sample of Student activities uploaded.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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 during the year

Alumni network is very strong at SSSIHL.

During 2020-2021, alumni contributed both financially, academically and otherwise to the Institute's needs. Some of the contributions are:

- Help in evacuating students from the hostel safely to their hometowns during the sudden nationwide lockdown in April-May 2020.
- Help to complete conducting examinations which were pending in July 2020, organising centres across India & abroad.
- Alumni in the academia contribute as guest faculty, external examiners, Members of Boards of Studies, Members of viva voce panels etc.
- Alumni in the industry very regularly give honest feedback on the curriculum to incorporate the latest trends, give seminars and organize workshops to share industry experience, career counselling, and even groom graduates for placements.
- Experienced and well-placed alumni support entrepreneurial initiatives.
- Alumni also deliver talks, make formal planned visits in batches to inspire the current students about the different facets of the Institute's strengths.
- Alumni are also members of IQAC, Research Project Funding etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>5.4.2 - Alumni contribution during the year (INR in Lakhs)</b>	<b>A. ? 5Lakhs</b>
---	--------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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

In line with the vision and mission of the HEI towards developing students who are professionally sound, socially responsible and spiritually aware, some of the activities taken up during the year 2020-21 are listed below.

- 15 new courses introduced (see 1.2.1)
- New research facilities added (see 3.1.1)
- Rs 7 crores have been spent for augmenting infrastructure (see 4.1.4)
- Even during pandemic, commitment of faculty to student needs is unparalleled. (see 2.2.1)
- Alumni seva activities during pandemic ([www.vidyullekha.in/SSSSO-Magazine/love-in-action-jan1-2021/](http://www.vidyullekha.in/SSSSO-Magazine/love-in-action-jan1-2021/))
- Moral / culture classes (see 7.1.10)
- Extension activities during pandemic (see 3.6.1)
- Development of COVID-19 kit approved by ICMR (see 6.2.1)

The vision and mission document of the HEI has been uploaded.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The administration was very proactive during the pandemic as listed in the following activities:

- Forming a core committee to customize a learning management system (LMS) for running the academic year online
- Implementing the LMS inhouse and making it go live
- Starting the new academic year 2020-21 during the pandemic



as early as August 2020

- Forming a set of coordinators across the campuses for effectively managing the LMS
- Integrating LMS with google services for effectively conducting on-line exams
- Running virtual lab sessions
- Running yoga sessions and institute brass band sessions online

It is to be noted that the administration with participation from faculty through various committees facilitated by the administration ensured a smooth running of the academic year 2020-21 during the pandemic.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

A strategic plan of HEI which was socially relevant research was promoted in 2020-21 with emphasis on COVID-19, which was the need of the hour. A COVID-19 diagnostic kit developed by the Institute was the ONLY one from an academic institution that was approved by ICMR. Mathematical modeling of COVID-19 was also active during this time. Few notable research works undertaken are given below:

Department

Research Topic

Biosciences

- Health and Environment
- Medicinally active natural products

## Chemistry

- Environmental Analytical Chemistry
- Point-of-care devices for Clinical use
- Deflouridation

## Food and Nutritional Sciences

- Therapeutic foods
- Hospital diets
- Nutritional Biology and metabolomics
- Public Nutrition and Epidemiology

## Mathematics & Computer Science

- Movement of Medical Images
- Mathematical Epidemiology (COVID-19, Dengue, Leprosy)

## Physics

- Biomedical Sensing
- Low cost tomographic imaging
- Solid electrolytes
- Nanomaterials for water purification
- Radiation shielding
- Nuclear medical imaging

## Management & Commerce

- Social, Rural Entrepreneurship

- Organizational Learning and Green Supply chain management
- Rural Financial inclusion
- Values-Centered Leadership
- Sustainable consumption

#### Economics

- Development in multidimensional perspective

#### Education

- Pedagogical approaches to Peace education at secondary school level

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**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 authenticated.

**Recruitment:** Institute has a well formulated recruitment policy. Notification of the vacancy is published in the institute-  
<https://www.sssihl.edu.in/resources/recruitment/>

Promotion of teachers takes into consideration the following parameters:

- Academic Performance Index (API) as prescribed by the UGC rules,
- Annual self-evaluation
- Teaching Quality Feedback given by students

- Recommendations by HOD and director of the campus
- Interviews

Non-teaching staff are also promoted based on their performance appraisal report and an interview.

It is also to be noted that Academic and Administrative Audit (AAA) was done even during pandemic in the online mode.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

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

A. All of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

Teaching staff fill the self-evaluation form annually which is analysed combined with their Academic Performance Score (API) as prescribed by UGC for career advancement.

Non-teaching staff- Performance appraisal is undertaken by a review committee for their promotion.

Welfare Measures available for all teaching and non-teaching staff:

- Accommodation

- Free medical care facility.
- Excellent gymnasium and sports facilities
- Preference in admission to the school and university under the staff quota.
- Canteens in each campus provide nutritious and hygienic food for a nominal price.
- All campuses have attached General stores.
- Spiritual and elevating talks, presentations and exhibitions are organized on a periodic basis as a food for the soul.
- DA and HRA are provided as per 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 every year

**Welfare measure for women:**

- Paid maternity leave for 26 weeks.
- Sanitary pads vending and disposing machine in hostel
- Safe and secure work environment and transport facility
- Access to gynecologist who visit the hostel on a regular basis

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year**

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year**

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)**

28

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4 - Financial Management and Resource Mobilization**

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

The budget estimate would indicate the total receipts that need 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

**Resource mobilisation :**

? 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 utilisation of resources:**

Hostels accommodate full capacity.

Computer & science labs operate whole day to fit in lab courses of various programmes

The playground / stadium courts have a full schedule for matches

Classrooms are shared by different departments for optimal utilisation.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)**

15.93

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)**



0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 6.4.4 - Institution conducts internal and external financial audits regularly

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 half yearly to the internal auditor for internal audit for the year 2020-21.

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

? Subsequently the internal auditor would submit an audit report to the management of their audit observations.

? 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	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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

As a part of teaching learning process June to Aug 2020- Active

participation of IQAC in finalising modalities for online classes & launch of Learning Management system

? Jan to Mar 2021: Awareness sessions held for all HoDs on preparation for NAAC PTV, for all students, Mock presentations & Mock NAAC visits to Campuses

? July 2021 - Brainstormed with internal stakeholders and submitted quality enhancement measures for implementation to the VC.

? July 2021 - Actively planned online Orientation Sessions for Freshers

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**B. Any 4 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)**

**Post accreditation quality initiatives**

? Advanced facilities have been established to support research activities. Significant progress has been made in promoting interdisciplinary research. This has led to a couple of patents.

? The research output and the teaching components are main considerations for the career progression of the Faculty.

- More active collaboration and MoUs with various organizations and external agencies has been established in taking research forward.
- Established Intellectual Property Right (IPR) and Innovation Cell to promote innovation culture.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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 year

- Equal opportunities are given to men and women in all leadership roles:
  - Out of 10 HoDs, 6 are women, 4 are men, from April 2020.
  - Dean of Research is a male member; while Dean of Education is from the women's campus, since April 2020.
  - IQAC coordinator is a lady faculty member; while the Deputy coordinator is a male member, from October 2020.
- The chief Guest for the 39th Convocation in Nov 2020 was Dr Sowmya Swaminathan, WHO & the Invited speaker for Sundara Swamy Endowment Lecture, Sept 2020 was Lt. Gen Dr Madhuri Kanitkar.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="http://www.sssihl.edu.in/wp-content/uploads/2022/05/7.1.1_agar_20_21_women-facilities.pdf">http://www.sssihl.edu.in/wp-content/uploads/2022/05/7.1.1_agar_20_21_women-facilities.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management**

- **Biological waste:** Incinerated and safely disposed through government-approved vendors in collaboration with Sri Sathya Sai Institute of Higher Medical Sciences. Wherever applicable, it is autoclaved and decontaminated before sending for incineration.
- **Laboratory waste:** Disposed of by Sriven Technologies, Anantapur (Authorized by Andhra Pradesh Pollution Control Board)
- **Biological liquid waste:** Autoclaved and subsequently disposed
- **Waste water from RO water plants:** Collected in catchment

areas to recharge the ground water, and for cleaning.

- **Aaga composters:** Wet waste is composted to produce manure used in vegetable gardens.
- **Chemical waste:** Segregated as hazardous and non-hazardous waste, further as organic and inorganic waste. Organic waste is segregated into aqueous-based waste, halogenated and non-halogenated solvents, stored separately and then handed over to an authorized recycler.
- **Inorganic waste:** Is neutralized and then disposed off.
- **E-waste:** The Institute opts for buyback or exchange of the electronic equipment from different vendors.
- **Radiological Safety Officer (RSO)** approved by AERB, maintains a log of Radioisotope procurement, safe storage and disposal. Through RSO, Institute submits annual reports to AERB through eLORA webportal. Dosimeters of operating Personnel are monitored frequently and report given.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>	<b>A. Any 4 or all of the above</b>
--	-------------------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.5 - Green campus initiatives include</b>	
<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  <b>1.Restricted entry of automobiles 2. Use of bicycles/ Battery-powered</b>	<b>A. Any 4 or All of the above</b>

<p><b>vehicles</b></p> <p><b>3. Pedestrian-friendly pathways</b></p> <p><b>4. Ban on use of plastic</b></p> <p><b>5. Landscaping</b></p>	
--	--

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

<p><b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> <li><b>5. Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>D. Any 1 of the above</b></p>
--	-------------------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b></p>	<p><b>A. Any 4 or all of the above</b></p>
--	--

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The Institute has students and Faculty hailing from almost all states of India, living together in harmony in its four campuses.

The compulsory residential set up demands that students from varied linguistic and cultural backgrounds live together in harmony in the hostel rooms. Many even end up learning one another's language in this process.

The emblem of the Institute is the Sarva Dharma Stupa, a relic in Prasanthi Nilayam, the HEI's headquarters, proclaiming the unity of all religions.

All major festivals of all major religions and states of India are celebrated in their true spirit, with the complete involvement of the students. Dasara, Mahashivratri, Christmas, Ganesh Chaturthi, Id, Onam, Ugadi, Baisakhi/Pongal/Makar Sankranti, Dashain and so on are celebrated with the same enthusiasm and fervor.

Community living in the hostel which insists on a frugal life style, campus uniforms, same-facilities-for-all, etc., helps to even out any socioeconomic diversities among the students.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Independence & Republic Days are celebrated with patriotic fervour. The Brass bands of the Institute are trained to play the National anthem, and all students are trained to take part in a parade. Men in uniform are invited to deliver inspiring talks to the students on these occasions.

National Education Day and the contributions by Moulana Azad were discussed on 11 Nov 2020.



As a part of responsible citizenry, World Diabetes Day was celebrated, to increase awareness on this health issue.

National Constitution Day was marked by a talk by the Faculty of Political Science. Hindi Diwas and Sanskrit week are marked by programmes organised by the respective Faculty members and students.

International Yoga Day was marked with fervour.

Despite the pandemic and off-campus classes, all the above were carried out as effectively as possible virtually.

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.

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

All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Our revered founder Chancellor Bhagawan Sri Sathya Sai Baba has taught all of us that we should revere the five mothers Deha -maatha (the Physical mother), Go -maatha (the cow), Bhoo -maatha (the earth), Desha -maatha (the Motherland), and Veda -maatha (the scriptures). Our Institution has ensured that all the important national and international festivals are celebrated in their true spirit. On these occasions, we bring in eminent speakers to inspire our students.

Despite the classes being on online mode, and students being away from the Campuses, no compromise was made on marking the most important national days. The Research scholars & Faculty on Campus along with students and faculty from home in online mode marked the following days very diligently.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

**Title of the Practice-Effective shift to online teaching, learning & evaluation**

**Objectives of the Practice-To prevent disruption to education caused by the pandemic**

**The Context-**

SSSIHL Campuses with completely residential setup had to be closed due to lockdown restrictions.

The Practice-Swift adaptation to online mode, deployment of LMS developed in-house on Moodle platform, enhancement of Faculty & Student technical Know-how

**Evidence of Success-**

Unhindered classes, strict adherence to academic calendar, timely conduct of exams, and closure of semesters etc.

**Problems Encountered and Resources Required-** 1)Choice of the most appropriate, and user-friendly platform for online mode, ensuring possession of devices and adequate network bandwidth,

2)New processes for online transactions, educating all staff & students to adapt

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Responsible, translational and topical research is of prime importance to SSSIHL. When the World Health Organization classified the COVID-19 outbreak as public health emergency of international concern, researchers at SSSIHL put themselves to much risk and hardship, at its state-of-the-art research facilities at CRIF to do anything they can to help out in the trying times. When the growing number of suspected cases exceeded the capacity of many hospitals, leaving many patients untested, challenging the control of the disease, our research work aimed to deliver a point-of-care, mobile health diagnostic device for ultrasensitive identification of selected COVID-19 virus antigen and relevant antibodies in real time clinical samples using aptamer systems studied on Surface Plasmon-Coupled Emission (SPCE) platform. This would enable screening of huge populations in India in near real time. SSSIHL became the only educational institution which received ICMR validation for its kit. Researchers also turned their attention to work on mathematical models which will predict certain critical aspects in a Covid infection scenario. Thus while the world whirled under the impact of Covid, Research at SSSIHL turned towards finding solutions to those problems.

#### 7.3.2 - Plan of action for the next academic year

Deployment of University Management System (UMS) seemed a very important need for the Institution to capture all data accurately and more easily.

Reopening of Campuses for offline mode: once the pandemic ends, the Campuses would be already shut for a while, and it would be important to revisit the needs of our residential campuses after such a long break.

Experiment Blended learning: Since online learning became the norm of the day, it would be pertinent at this point to experiment and establish some good practices of blended learning.

Plan phase-wise NEP implementation: Creating awareness of the key aspects of the NEP and planning through small but well-thought out steps for its implementation would be necessary.

Integration of integral items in online mode: If the online mode of education continues for some more time due to restrictions imposed by the pandemic, it is crucial to plan how the integral items which are a huge part of the SSSIHL's system of education can be adapted for the online mode.

NAAC