



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

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 vc@sssihl.edu.in
- Alternate e-mail address coordinatoriqac@sssihl.edu.in
- City/Town Puttaparthi
- State/UT Andhra Pradesh
- Pin Code 515134

2.Institutional status

- 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 **iqacoffice@sssihl.edu.in**

3. Website address (Web link of the AQAR (Previous Academic Year))

<https://www.sssihl.edu.in/wp-content/uploads/2023/02/AQAR-Report-2020-21.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.sssihl.edu.in/wp-content/uploads/2023/07/Academic-Calendar-2022-23.pdf>

5. Accreditation Details

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

6. Date of Establishment of IQAC

09/02/2004

7. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

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

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year **2**

- 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) **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Prepared for NAAC peer team visit: Preparatory visits & presentations at all Campuses & in all departments, Presentation to the Peer team

3rd cycle accreditation grade analysis, preparation for appeal, Presentation at the appeal

Prepared stakeholder & criteria wise remediation reports

Designed Common framework for Student Orientation & Induction Programmes across campuses

Participated in AAA and submitted report of AAA to the IQAC chairman

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

Plan of Action	Achievements/Outcomes
Roadmap for NAAC grade improvement based on analysis of NAAC grade secured	Thorough analysis of the NAAC grade was undertaken and the findings were presented to administrators and faculty
To improve awareness among Faculty about performance expected in various metrics	Better planning at department levels
To systematise data collection for accuracy and error-free reporting	Segregation of AQAR metrics based on stakeholders for systematic data collection
To streamline documentation and reporting of data required by NAAC	Data being received in standard formats, making it easy for access, consolidation and accuracy

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	03/07/2023

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? **Yes**

15. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	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	vc@sssihl.edu.in
• Alternate e-mail address	coordinatoriqac@sssihl.edu.in
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• Type of Institution	Co-education
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sssihl.edu.in/wp-content/uploads/2023/07/Academic-Calendar-2022-23.pdf				
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<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
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<p>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</p>		
Empty space for plan of action and outcome		

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15. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	10/02/2023

16. Multidisciplinary / interdisciplinary

SSSIHL has been promoting interdisciplinary/multidisciplinary curriculum. For e.g.,

a) B.Sc Hons. in Economics offers courses in economics, mathematics and statistics domains. This interdisciplinary combination will be promoted even when the 4 year UG program is

going to be launched in SSSIHL.

b) The existing UG/PG programs have integrated Values based courses, Environment science and projects/dissertations based on community engagement over the last three decades. Due credits are given for all these courses. This multidisciplinary offering will naturally extend to the 4 year UG program that is going to be launched in SSSIHL.

c) Multidisciplinary UG programs like B.Sc Hons in Biosciences and composite course of B.Sc in Food & Nutritional Sciences have been a part of the SSSIHL curriculum.

d) Some of the multidisciplinary/interdisciplinary active research during the year are:

1. Optical coherence tomography based diagnostic device for sensing multiple inner layer vibrations in the ear
2. Point of care devices for clinical uses
3. Research in Disease biology and Edible and Medicinally active natural products
4. Nutritional Biology and Metabolomics Studies for Mitigating Life-Style Disorders
5. A Study to Assess Social Impact of Social Enterprises that Address Disability Issues
6. Assessing the Impact of Financial Inclusion on Agrarian Incomes and Well-being

17.Academic bank of credits (ABC):

SSSIHL has begun deliberations on starting the 4-year UG program as per NEP 2020. As a prerequisite to this, SSSIHL will be registering for ABC. A team has been studying the terms & conditions, and trying to understand the challenges, as a beginning.

18.Skill development:

As such, skills development is intricately interwoven with the unique values-oriented integral system of education offered at SSSIHL.

Community living on the residential campuses encourage clear & confident communication skills necessary within a diverse peer group.

Self-reliance programs which are part of the curriculum inculcate event management skills, team-building skills, fine art & performing art skills, culinary skills and the like.

Awareness Courses on Indian Culture and world religions enhance ethical decision-making skills.

Pedagogy in all subjects are so designed to develop problem-solving skills, decision-making skills, critical thinking skills, etc.

To formalize the skill development, SSSIHL is putting in efforts to implement AICTE KARMA scheme.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

The Institute already has in place since decades a system to train students in Vedic chants, which continued as much as was possible even through the online mode. Once offline mode resumed, the robustness returned. Daily vedam chanting is a part of the routine.

Basic knowledge of Sanskrit required to understand the broad meaning of the vedic chants that are taught is also imparted periodically.

Well-planned celebration of major religious festivals with an exposition on the significance of the rituals associated therewith is also a regular occurrence in the Institute. This is part of the attempt at transmission of cultural knowledge.

Flagship courses titled Awareness Courses taught across all the programmes of the University transmit knowledge of moral, ethical & dharmic living as per the scriptures and ancient texts.

b) What are the institutions plans to train its faculties to

provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. .

d) Describe the efforts of the institution to preserve and promote the following:

Classroom delivery in bilingual mode is a remote possibility in an Institution with high diversity of students and Faculty. Students opt Sanskrit, Telugu, Hindi etc., as per their entry level knowledge and interest, in their second language classes in which lectures are delivered in and deliberations are conducted in the respective language.

ii. Indian ancient traditional knowledge:

Below are the initiatives in relation to ancient indian mathematics and vedic mathematics in the year 2021-2022:

1) An extension of the Vedic Mathematics sutra the so-called "Paravarthya Sutra" is done. This extension also works for higher degree polynomials. This work is presented in an international conference on vedic mathematics. An interesting link to Ramanujan's divergent summations is also established.

2) A brief work on relating modern computer algorithms to certain slokas of Bhagavad Gita is done. In particular, Chapter 4 Sloka 18 of Bhagavad Gita is shown to be associated with the sequence algorithm's loop structure. This work is presented in the institute's ancient Indian mathematics group.

SSSIHL holds elocution competitions in Telugu and Hindi, folk music & folk dance competitions in all Indian languages, for all its students. Vedam Recitation, and stotram recitation are also conducted as competitions to evaluate the learning outcome

Prasanthi Vidwan Mahasabha is organized annually during Dassara to give to students and Faculty an exposure to erudite scholars of Sanskrit and Telugu, who share their rich knowledge and insights. During Dassara the students witness a fire sacrifice known as VedaPurusha Saptaha Jnana Yagnam conducted by priests of the highest calibre with an objective of world peace. This is

done for 7 days amidst chanting of different Vedic hymns, sacred readings of holy scriptures like Bhagavatam, Ramayanam, Devi Mahatmayam etc.

The Institute has a department of Music which teaches vocal music in the ancient Carnatic and Hindustani style and also teaches instruments like Sitar, Veena, Mridangam, Tabla etc. Students of the Department of Music, perform in front of an International audience on special occasions like Thyagrajaaradhana, Dasara, Sankranti etc.

iii. Indian Arts: Students are trained in ancient art forms like Panchavadyam, Nadaswaram, Bhangra, Kalaripayattu. The Institute has a Prasanthi Dance group comprising students from all disciplines which presents stories and themes from the epics of ancient Bharat in the form of dance dramas during important festivals like Shivaratri, Dassara, Ganesh Chaturthi, Krishna Janmashtami etc.

iv. Indian Culture and traditions: Summer course in Indian culture and spirituality is conducted every year as part of induction programme for all the students.

The students celebrate all the regional festivals of India like, Ugadi, Tamil New year, Vishu, Onam, Jagannath Ratha yatra, Holi, Dashain, etc., with equal fervour, in the hostels.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

a) Program Outcomes and Program Specific Outcomes have been incorporated in each program of the Institute.

b) Course outcomes have been included for all courses being taught in the Institute. The outcomes have been carefully written to impart higher levels of cognitive skills of Bloom's taxonomy and also to inculcate the psychomotor and affective skills in the students.

c) Faculty of the Institute undertake quizzes, class tests, assignments, diagnostic tests as part of formative assessments. This helps in identifying the areas of improvement in the students and give timely feedback to them to improve their

performance.

d) The Continuous Internal Evaluation and End semester examinations form the summative assessments.

21.Distance education/online education:

The Institute is yet to embark on an online mode beyond the needs of pandemic days. Distance education is a deliberation and decision awaited because of the unique residential nature of the integral education offered at SSSIHL.

As the academic year 2021-22 was a pandemic year, the Institute adopted Google Meet and Microsoft Teams and an in-house design of a Learning Management System (LMS) based on Moodle for teaching learning activities. Efforts were made to make synchronous and asynchronous learning seamless for the students.

Examinations were also a hybrid of handwritten answer scripts scanned and uploaded on an examination portal under the watchfulness of proctors and technology aids like FEK (Fully Exam Kiosk).

Despite disruption in the academic calendar of most of the universities in the country due to the pandemic, Sri Sathya Sai Institute of Higher Learning was able to complete the academic year effectively by May 31st 2022 just one month behind its normal schedule. While the NEP framework is adopted eventually, the Institute will consider possibilities of online certification courses etc.

Extended Profile

1.Programme

1.1	25
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	10
Number of departments offering academic programmes	

2.Student	
2.1	1317
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	547
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	1271
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	38
Number of revaluation applications during the year	
3.Academic	
3.1	1310
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	165
Number of full time teachers during the year	
File Description	Documents
Data Template	View File

3.3	166
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	2020
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	433
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3	139
Total number of classrooms and seminar halls	

4.4	806
Total number of computers in the campus for academic purpose	

4.5	1607.61
Total expenditure excluding salary during the year (INR in lakhs)	

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 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	View File

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

01

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1310

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

The modern gurukula concept of Sri Sathya Sai System of Integral Education caters to 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:

Awareness Courses twice a week for all programss based largely on Indian philosophical thought and unity of religions

including courses like Eternal Values in a Changing World.

Culture/Moral Classes were 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 Freshers provided 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 programs

'Environmental Studies and Human Values' is a course running since 1995-96 for the undergraduate students.

B.Ed. programme has course a in Environmental Education.

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

MA (English) course deals with Eco-critical and Green Studies. Clifi (Climate change fiction) is also an area of research at the English department.

File Description	Documents
Upload relevant supporting document	View File

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

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

634

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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	View File

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

643

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

429

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

Diagnostic tests are conducted at the beginning of the semester to identify the level of the learners.

Attention to slow learners is provided by peer grouping with mixed abilities, remedial coaching outside class hours and allocating tutorial hours in the timetable.

Advanced learners are encouraged to solve advanced problems, with guidance from the faculty.

Advanced learners are given the freedom to explore beyond the set of regular manual based experiments of the lab course (open ended experiments).

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

Faculty, HoDs & Directors interact one-to-one with slow learners (after the mid-semester examinations and end-semester

examinations) to identify their specific problems; they also encourage advanced learners to aim for the gold medal. The completely residential setup implicitly encourages knowledge sharing and positively influences both slow and advanced learners.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1317	165

File Description	Documents
Upload relevant supporting document	View File

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

DLL-English encouraged learning from experience as a part of oral/aural skills training: pairs of students attempted fluent and critical conversations based on a given real-life situation. Students present seminars on topics which combine text-based information with real-life wisdom. Participative learning was encouraged through role plays which are evaluated for script-writing, dialogue delivery etc., which enhance language abilities.

DFNS gave hands-on experience to students through a session on Application of statistical tools in Food Industries for Process Control Operations. Real world case study on Nutrition through life cycle was also promoted.

DBIO organized a session titled Employability Oriented Teaching. Employability skill sessions on How to Grow Microgreens like WheatGrass Hydroponics and a Research skill session on Agarose Gel Electrophoresis of Plasmid DNA was organized.

Problem solving sessions were organized by many departments through special sessions and through the regular tutorial hours. The advantage of a residential setup was taken in all the Informal group mentoring sessions which provided students with a relaxed learning atmosphere.

File Description	Documents
Upload relevant supporting document	View File

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

Syllabi copies, lesson plans, study material etc., were uploaded on the LMS.

G-Suite: Gmails, Google classroom, Google assignments and Google drive were effectively deployed for unhindered online teaching-learning.

Digital writing pads and MS- Whiteboard, Jamboard etc., were adopted in the place of physical blackboard & LCD Projectors.

Use of software tools like Geogebra, Gem5 simulator system, Amber, COMSOL, Labview, ZEMAX, ArduinoIDE, OptiFDTD, Xilinx helped to support online teaching.

File Description	Documents
Upload relevant supporting document	View File

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

2.3.3.1 - Number of mentors

53

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

165

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

118

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

2270

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

50

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

50

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

38

File Description	Documents
Upload relevant supporting document	View File

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

Institute has Digitized tabulation and processing of examination results since 1993. The Institute uses the software package SAITAB developed in-house for results processing, whose maintenance and updation is done entirely in-house.

IT Integration:

The Institute launched its Learning Management System (LMS) based on Moodle platform hosted on Amazon WebServices, developed in-house. The link for EMS is <https://exam.sssihl.edu.in/login/index.php>.

During online mode, Continuous Internal Assessments were held through the LMS with two possible options: Option-1 - conducting examinations online using a Moodle quiz based system with 16 types of objective type questions. Option-2 - conducting paper and pen based examinations by integrating Google assignments with the LMS.

End Semester Examinations: IT protocol was designed for online Question Paper Scrutiny Board. The newly launched online examination portal includes various features like Safe Exam Browser (SEB) and Fully Examination Kiosk(FEK) for mobile phone

access.

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

Examination Reforms: Machine generated results to expedite result declaration. Sharing of Grade card details in a secure manner through LMS.

Security feature of barcoding added to the Institute degree certificates.

File Description	Documents
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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

Every program has a set of program outcomes and program-specific outcomes to be attained by the students at the end of the program and every course in the program has course outcomes to be attained by the students at the end of the course. These are available in the syllabus documents uploaded on the website.

File Description	Documents
Upload relevant supporting document	View File

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 EndSemester Examinations (ESE) format of the university which comprisesaspects of Tests, Assignments, Seminars, Quizzes, Problem SolvingExercises, mid semester exams, Mini Projects, Class Participation,Computer Aided Testing, Oral Tests and so on.

Pass percentage and performance on the job (based on the feedback)is an indication of the fruition of the programme and courseoutcomes.

Performance in Integral Items-Students, in addition toacademics, 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 which help in giving the students a holistic and well-rounded personality comprises:

Value added courses - which help students to pursue life and transferable skills.

Participation in universal prayers, morning prayer to bring ininner connection and class participation.

Games, sports and yogasanas leads to learning and practice ofskills, to encourage discipline, self-control, team work, and fair play

File Description	Documents
Upload relevant supporting document	View File

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

534

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

https://sssihleduin.sharepoint.com/:b:/s/NAAC/Ed1XK7WmmDpEiKwZnEE_WDgB9S_C2R75do-ILVmXOVD0Yw?e=Resn02

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

SSSIHL has a research promotion policy that is uploaded on the website.

In 2021-22:

Department of Biosciences procured a genome work station for analysing whole genome sequences. This infrastructure augmentation resulted in three quality research papers to be published.

Department of chemistry procured:(i) automatic melting point apparatus for testing melting point of novel compounds, (ii) HPLC accessory Xbridge C18 column for analysis of compounds of different chemical natures and (iii) HPLC accessory Xbridge C18 guard column for protection of C18 column.

Sub-department of English installed a new reference management system. The sub-department also purchased books in the current areas of research.

File Description	Documents
Upload relevant supporting document	View File

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

52.77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	No File Uploaded
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

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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	View File
Upload relevant supporting document	View File

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)

51

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

441.679

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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 promoted interdisciplinary research wherein creation and transfer of knowledge across departments/disciplines naturally happen. For e.g., a couple of research projects that were active in 2021-2022 are:

1. Point of care devices for clinical uses
2. Research in Disease biology and Edible and Medicinally active natural products

SSSIHL also had research collaborations with the sisterconcern Sri

Sathya Sai Institute of Higher Medical Sciences, which again promoted transfer of knowledge.

Apart from these, SSSIHL had research collaborations with other HEIs and industry, resulting in creation and transfer of knowledge. For e.g., a couple of active collaborative projects with CAS actuarial society were: (i) Fraud detection in health insurance, (ii) Link prediction in medical domain using knowledge graph.

Steps are being taken to encourage innovative ideas which will necessitate an Incubation Center in the near future.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

10

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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) 3. Plagiarism check 4. Research Advisory Committee	B. Any 3 of the above						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload relevant supporting document</td> <td>View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File			
File Description	Documents						
Upload relevant supporting document	View File						
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	E. None of the above						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload the data template</td> <td>No File Uploaded</td> </tr> <tr> <td>Upload relevant supporting document</td> <td>No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	No File Uploaded	Upload relevant supporting document	No File Uploaded	
File Description	Documents						
Upload the data template	No File Uploaded						
Upload relevant supporting document	No File Uploaded						
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							
0							
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload the data template</td> <td>View File</td> </tr> <tr> <td>Upload relevant supporting document</td> <td>No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	View File	Upload relevant supporting document	No File Uploaded	
File Description	Documents						
Upload the data template	View File						
Upload relevant supporting document	No File Uploaded						

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	
29	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year	
95	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	
23	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	E. None of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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
4.75	5.3

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

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
15	15

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	View File

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 -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 -partially funded by the CollaboratingInstitute/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	View File

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	No File Uploaded
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

Sustainable activities audit in colleges in local community including sanitation and hygiene audit, waste management audit, energy management audit and green campus audit were taken up by SSSIHL in the year 2021-22. Regrettably, students were not in campus to participate due to online mode of education owing to COVID-19 pandemic.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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)

30

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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, networkconnection, and whiteboards. Expert teams from UGC and AICTE haveinspected the facilities.

There are well-equipped laboratories in all departments: ArtificialIntelligence 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 InstrumentsFacility (CRIF) is a state-of-the-art establishment for research equipment. Central Research Laboratory isa 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.

Department of Languages and Literature has a language lab running on symposium smart class plus.

Computer Centres at the campuses are equipped with 806 computers for use by students. The student to computer ratio of the Institute now stands at 1.6:1

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

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

File Description	Documents
Upload relevant supporting document	View File

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 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). Annually, 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.

File Description	Documents
Upload relevant supporting document	View File

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.

Hostels equipped with carpentry, plumbing, audiovisuals, publications, dietary services, arts & crafts, cooperative societies, reading rooms etc.

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 Samskruti Museum and Chaitanya Jyoti Museum are available for students to study and understand the diverse

cultures and spiritual thoughts of the world.

The institute also has its own Sri Sathya Sai Space Theatre.

Other facilities include and Banking facility, Shopping centre canteens, bakery etc.

Roads are well paved and well-lit.

Covered parking facility is available for all staff members.

File Description	Documents
Upload relevant supporting document	View File

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

327.20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

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

The Sri Sathya Sai Institute of Higher Learning Campus Libraries are equipped with Koha software package from September 2001 which is an Integrated Library Management System (ILMS) with necessary modules such as Acquisition, Catalogue, Serials, Patrons, Circulation, and Reports which is upgraded to version 21.11 and is automated. All documents are Spline labelled, and Bar Codes are generated in Koha for smooth transactions. Book transactions are carried out with the help of barcode scanner.

On-line Public Access Catalogue (OPAC) The OPAC can be accessed on intranet to search all the bibliographic records available in the libraries. <http://library.sssihl.edu.in/cgi-bin/koha/opac-search.pl>

All Campus libraries provide sufficient computer terminals with internet facility to the students to access the electronic

resources. All e- resources / online databases are accessed through institute IPs.

E-mail alerts are configured in Koha to facilitate knowing membership details, check-in / check-out, and renewal of the documents.

One network printer with scanning facility is available at the library.

Headsets are provided to users to access the video lectures from SWAYAM, NPTEL, TED talks etc.

File Description	Documents
Upload relevant supporting document	View File

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	View File

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

18.29

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

88

File Description	Documents
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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

The Institution has an IT policy which is enclosed.

Annual budget proposals from every campus includes requests for IT related expenses separately. The IT budget for the year 2021-22 is enclosed.

Care is taken in budgetary allocation to enhance IT facilities as per the increasing needs.

Wi-fi facility is currently available in select buildings & locations of the Institute. However, a plan is in the offing to extend this to cover all the required locations.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1317	806

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

• ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

<p>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</p>	<p>A. All of the above</p>
--	-----------------------------------

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	No File Uploaded

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

1280.41

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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. Some 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

In addition to the established procedures, human resources necessary are made available for maintenance of resources. System administrators and IT personnel are appointed for overseeing the IT facilities. Required support staff maintain the sports facilities, library etc. Lab technicians and attenders attend to lab set-ups & maintenance.

File Description	Documents
Upload relevant supporting document	View File

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)

1317

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

176

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

• All of the above

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

File Description	Documents
Upload relevant supporting document	View File

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

67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

157

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

228

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

The student house-captains form the student council and take lead roles in all activities. They are not only studious, talented and enthusiastic, but also role models for other students.

These students ensure that sports, cultural & fine arts events and competitions which are an integral part of the curriculum are carried out without any hindrance.

Students are also members of many committees mandated by the UGC, AICTE etc. Thus there are student representatives in Anti-Ragging committee, Internal Complaints Cell, Internal Quality Assurance Cell, Gender Sensitization Cell, and so on.

Student Council members are also active in the day-to-day running of the hostel in terms of menu-planning, ensuring timely alerts on any issues to the warden etc. They also volunteer to maintain facilities alongside resident faculty. Overall, the contribution of the Student council and in all, of all the students is very significant. The students in the institute believe in each living for the other, and all living for God, which promotes a very harmonious atmosphere. This is a unique feature of the Sri Sathya Sai system of education.

File Description	Documents
Upload relevant supporting document	View File

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

11

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 and contributes financially, academically and otherwise to the Institute's needs.

Some of the contributions are:

- Support to conduct online examination in remote corners of the globe on account of COVID
- Contribution as guest faculty, external examiners, Members of Boards of Studies, Members of viva voce panels etc.
- Feedback on the curriculum from the alumni in the industry to incorporate the latest trends
- Organizing of seminars and workshops, delivery of expert talks, etc., to share industry experience, for career counselling, and to even groom graduates for placements.
- Support for entrepreneurial initiatives from experienced and well-placed alumni.
- Formal and informal visits to campuses in batches to inspire the current students about the different facets of the Institute's strengths.
- Membership and participation in IQAC, gender sensitization Cell, ICC, Research Project Funding etc.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs
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File Description	Documents
Upload relevant supporting document	View File

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

The Vision and Mission statement of the Institute have been distilled from the highly ennobling discourses delivered by the revered Founder Chancellor.

The vision is to provide 'educare' which turns the attention of the learner towards atma vidya- the highest kind of knowledge, in a modern gurukula like setup where the teacher and the taught live in harmony, imbibing human values which will shape young minds into socially responsible, professionally sound, spiritually aware individuals. The outcome expected is individuals having the head of Shankara, hands of Janaka, and the heart of Buddha.

Sri Sathya Sai system of values-based integral education combines secular and spiritual learning in equal measure through effective course structure, updated pedagogy, insightful deliberations, purposeful decisions at all levels of administration.

File Description	Documents
Upload relevant supporting document	View File

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

Institute's all-inclusive approach makes all the stakeholders of the institute assume responsibility and take ownership.

Participative management at all levels and decentralization of decision-making happens at both the academic front and

administrative side.

Deans oversee important academic decisions and their implementation with the support of HoDs and Associate HoDs for effective functioning. Eg.: Decision on Lab practicals during COVID

Many committees comprising selected teachers and stakeholders of the institute ensure that administration is in accordance with high standards of the operational efficiency. Refer <https://www.sssihl.edu.in/about-us/governance/> for all committees.

The IQAC functions effectively to monitor quality in the academic and administrative processes.

The Directors of Campuses, with students and staff, manage campus-related matters such as financial planning and implementation, human resource planning, infrastructure planning, student and faculty welfare measures, campus calendar, co-curricular activities etc.

Internal and External audit committee conducts audits regularly taking into account input from students, teachers and staff. They identify good practices and initiatives across campuses and resolve problems, if any.

Hostel warden is supported by a council of wardens.

Campus-Hostel Management Committees deliberate, approve and standardize all decisions pertaining to the Campus-Hostel dyad.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Despite the disturbances of the pandemic COVID-19, most of the strategic planning was carried out effectively.

E-Resources required were sourced without delay. Additional webcams, library e-resources on trial basis for short-term consumption, enabling of an LMS for seamless asynchronous learning

to support synchronous online teaching were effectively procured/ deployed.

Plans were discussed to implement as much of the integral items as possible in the online mode. As a result, extra efforts were made to continue prayer sessions, annual summer course, yogasana classes, virtual labs, etc.

Where possible, infrastructural enhancements were made despite the pandemic. Eg: Lift construction, campus roads tar laying etc.

The phase-wise resumption of off line classes was efficiently planned and executed by the leadership team.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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.

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

1. The Board of Management
2. The Academic Council

Statutory committees:

- ? The Finance Committee
- ? Internal Quality Assurance Cell (IQAC)
- ? Research Advisory Board
- ? The Boards of Studies
- ? Institutional Ethics Committee
- ? Institutional Biosafety Committee

Mandatory committees as stipulated by UGC and AICTE have been constituted and are functional

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.

Institute has a well formulated recruitment policy.

Notification of the vacancy is published at:
<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 the pandemic in the online mode.

File Description	Documents
Upload relevant supporting document	View File

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

<p>6.2.3.1 - e-governance is implemented covering following areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination 	<p>A. All of the above</p>
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 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	View File

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

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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)

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

SSSIHL is a charitable institution which offers quality education totally free of cost to the students.

The following are the Resource mobilization strategies of SSSIHL:

- Donations from the parent charitable Trust: Sri Sathya Sai Central Trust
- General and Corpus Fund donations from individuals (including alumni) and Institutions both from India and abroad
- Research and development grants from government agencies such

as DST, DBT, ICSSR, ICMR and from corporates for projects

- Specific purpose donation by donors.
- Interest earned on investments of Corpus Fund and Endowments

The budget estimate would indicate the total receipts that need to be mobilized in order to meet the proposed expenditure 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

Optimal utilization of resources:

- Hostels accommodate full capacity.
- Computer & science labs operate whole day to fit in lab courses of various programs
- The playground / stadium courts have a full schedule for matches
- All physical infrastructure and resources are optimally utilized through well-planned scheduling.

File Description	Documents
Upload relevant supporting document	View File

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)

13.18

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

184

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

Institution conducts internal and statutory financial audits regularly in 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.

Internal and statutory financial audits of the Institute are audited by two separate firms of Chartered Accountants appointed by the Board of Management.

File Description	Documents
Upload relevant supporting document	View File

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

- Deep analysis of the grade, submission of reports on performance enhancements and alerting stakeholders on where they can improve.
- Standard templates were designed by IQAC for capturing all necessary data.
- MS Sharepoint architecture was customized for single point

data capture and hosting.

- The need for examination reforms and NEP implementation were brought up by the IQAC at the right forums.
- Structured feedback about curriculum was carefully scrutinised to include many pertinent questions.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

- Deep analysis of the grade, submission of reports on performance enhancements and alerting stakeholders on where they can improve.
- Standard templates were designed by IQAC for capturing all necessary data.
- MS Sharepoint architecture was customized for single point data capture and hosting.
- The need for examination reforms and NEP implementation were brought up by the IQAC at the right forums.
- Structured feedback about curriculum was carefully scrutinised to include many pertinent questions.
- Made initiatives to enhance value added courses

File Description	Documents
Upload relevant supporting document	View File

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

Research facility - Central Research Laboratory in Anantapur campus plus access to Central Research Instruments Facility for both men and women Women students have the equal opportunity of demonstrating their skills and abilities in the annual sports and cultural meet held every year on January 11th they participate and display dare-devil bike stunts, gymnastics, monocycle stunts, yoga asanas, rope stunts and so on which is rare to see in any other Institute.

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.

An interactive guest talk by Dr. Veena Swarup was organized at the women's campus of the Institute entitled Unleashing the Potential.

Program was organized on Gender equity and women empowerment in the women's campus of the Institute to sensitize the students by a senior faculty.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://sssihleduin.sharepoint.com/:b:/s/N AAC/EeTzR2eU2n1OuZd6LLyFuD4BwxLa8mro37qTj5 bkLNIy6w?e=gnOTqE
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	https://www.sssihl.edu.in/wp-content/uploads/2022/05/7.1.1_agar_20_21_women-facilities.pdf

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	View File

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

Solid dry waste: Kitchen waste, dry natural waste like leaves are composted and used as manure. **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) **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 and filtered through charcoal/sand

filters.

Organic waste is segregated into aqueous-based waste, halogenated and nonhalogenated 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 schemes.

Waste recycling system uses a Sewerage Treatment plant to purify and recycle the sewerage water for garden purposes. Radioactive Waste Management- Radiological Safety Officer (RSO) approved by AERB, maintains a log of Radio isotope procurement, safe storage and disposal.

File Description	Documents
Upload relevant supporting document	View File

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	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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	View File

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)

Students from different parts of the country, and some from abroad, belonging to different cultures and religions, live in the same residential space. They learn to coexist in harmony, and celebrate the diversity of cultures, communities, languages, festivals, and ethnicity. Many learn multiple languages and begin to appreciate other Faiths & cultures by the end of their

education here.

Students also attend many different programs like Dassera, Id, Christmas, Buddha Poornima etc., at SSSIHL on a regular basis. This expands their understanding and acceptance of others.

File Description	Documents
Upload relevant supporting document	View File

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

The Sri Sathya Sai Values-based Integral Education System stresses on constitutional obligations such as values, rights, duties and responsibilities of citizens regularly through dramas, debates, panel discussions, expert talks etc.

Every semester, students go through a compulsory Awareness Programme that trains them in the practice of human and spiritual values in day to day life. In all these courses, students are sensitized to practice of values, fulfillment of their primary duties, and responsibilities as citizens.

Our Founder Chancellor, Bhagawan Sri Sathya Sai Baba always stressed on responsibilities over rights. Students are trained to prioritize societal benefit over individual gain. Students are trained to have a long-term focus over short-term focus.

Residential setup also promotes a higher level of awareness about duties and responsibilities towards society in community living.

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	View File

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 Vedha -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	View File

7.2 - Best Practices

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

Alumni network is very strong at SSSIHL. During 2021-22, alumni contributed both financially, academically and otherwise to the Institute's needs.

Some of the contributions are: Help to complete conducting online examination Alumni in the academia contribute as guest faculty, externalexaminers, Members of Boards of Studies, Members of viva voce panels etc. Alumni in the industry very regularly givecritical 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 inbatches to inspire the current students about the differentfacets of the Institute's strengths. Alumni are

also members of IQAC, Research Project Funding etc.

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)

Education for societal benefit has always been the thrust of SSSIHL. During the pandemic, the students, faculty, alumni and all those who were associated with SSSIHL and its sister organisation, the SSSSO, keenly worked towards rehabilitation post COVID through many service activities. A few of the activities include delivering food packets as prasadam to COVID infected families, assisting those who needed oxygen support by donating oxygen concentrators, arranging travel support to reach hospitals on time, distributing grocery and essentials to migrant laborers and their families in remote parts of India, being of moral support to families which had bereavements due to COVID and so on.

Thus, the members of SSSIHL rose to the need of the hour in line with the expectations of the Founder Chancellor to mitigate the sufferings of the society,

7.3.2 - Plan of action for the next academic year

Rework the curriculum for NEP Implementation

Implement UMS

Identify and work on areas that need performance enhancement

Offer (more) Value-added Courses

Stabilise all activities after the two-year hiatus caused by the pandemic