



## YEARLY STATUS REPORT - 2022-2023

### 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. B Raghavendra Prasad
- Designation Vice Chancellor
- Does the institution function from its own campus? Yes

- Phone no./Alternate phone no. 08555289982
- Mobile no 8331034766
- Registered e-mail vc@sssihl.edu.in
- Alternate e-mail address coordinatoriqac@sssihl.edu.in
- City/Town Prasanthi Nilayam
- 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. G Srinivas Srirangarajan**
- Phone no./Alternate phone no **9440417603**
- Mobile **8179519556**
- IQAC e-mail address **coordinatoriqac@sssihl.edu.in**
- Alternate Email address **dycoordinatoriqac@sssihl.edu.in**

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

<https://www.sssihl.edu.in/wp-content/uploads/2023/08/AQAR-2021-22.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/resources/academic-calendar/>

**5. Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A++</b>	<b>96%</b>	<b>2003</b>	<b>21/03/2003</b>	<b>20/03/2008</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.63</b>	<b>2011</b>	<b>08/01/2011</b>	<b>07/01/2016</b>
<b>Cycle 3</b>	<b>B++</b>	<b>2.90</b>	<b>2021</b>	<b>20/09/2021</b>	<b>19/09/2026</b>

**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
<b>Department of Biosciences</b>	<b>UGC SAP DRS Level III</b>	<b>UGC SAP DRS</b>	<b>2018, 5 years</b>	<b>111 lakhs</b>

**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)**

Awareness sessions regarding NAAC metrics to all the faculty

Creating templates for the quantitative metrics for submission of data

Department wise audit conducted for all the departments based on the data submitted by them for AQAR 2021-22. Presented a paper in a NAAC sponsored conference in St. Joseph's college of Commerce on the topic "A ready reckoner for aiding academic audit of departments"

Assisted the administration in streamlining different processes like the policy documents, setting up of essential committees and submission of data to government statutory and ranking agencies like AICTE, NIRF etc.

Conducted a university wide excel workshop entitled " Essentials of Excel for Educational Professionals" in association with Scrollwell for all the non-teaching staff.

**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
Awareness sessions regarding NAAC metrics to all faculty members	4 awareness sessions were conducted for the faculty of 4 campuses and
Assessment of performance of the different departments for AQAR 2021-22	A department wise academic audit was conducted based on the inputs provided by them for AQAR 2021-22. The process of this academic audit was accepted as a conference paper in a conference held in St. Joseph's College of Commerce (SJCC) Bangalore
To streamline the documentation process for AQAR and SSR submission	The IQAC team created templates to capture and report data for all the quantitative metrics. The team also created the Microsoft Sharepoint to collect data from all the stakeholders. This helped in streamlining the process of data capture for AQAR 2021-22

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

- Name of the statutory body

Name	Date of meeting(s)
Internal Quality Assurance Cell	13/01/2024

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**

<b>1.Name of the Institution</b>	Sri Sathya Sai Institute of Higher Learning
• Name of the Head of the institution	Prof. B Raghavendra Prasad
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08555289982
• Mobile no	8331034766
• Registered e-mail	vc@sssihl.edu.in
• Alternate e-mail address	coordinatoriqac@sssihl.edu.in
• City/Town	Prasanthi Nilayam
• 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. G Srinivas Srirangarajan
• Phone no./Alternate phone no	9440417603
• Mobile	8179519556
• IQAC e-mail address	coordinatoriqac@sssihl.edu.in



<p>uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</p>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<p><b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b></p>	<p>No</p>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<p><b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b></p>		
<p>Awareness sessions regarding NAAC metrics to all the faculty</p>		
<p>Creating templates for the quantitative metrics for submission of data</p>		
<p>Department wise audit conducted for all the departments based on the data submitted by them for AQAR 2021-22. Presented a paper in a NAAC sponsored conference in St. Joseph's college of Commerce on the topic "A ready reckoner for aiding academic audit of departments"</p>		
<p>Assisted the administration in streamlining different processes like the policy documents, setting up of essential committees and submission of data to government statutory and ranking agencies like AICTE, NIRF etc.</p>		
<p>Conducted a university wide excel workshop entitled " Essentials of Excel for Educational Professionals" in association with Scrollwell for all the non-teaching staff.</p>		
<p><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></p>		
Empty space for plan of action and outcome		

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<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>	
<b>Name</b>	<b>Date of meeting(s)</b>
Internal Quality Assurance Cell	13/01/2024
<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>	
<b>Year</b>	<b>Date of Submission</b>
2021-22	10/05/2023
<b>16. Multidisciplinary / interdisciplinary</b>	



1. Delineate the vision / plan of the institution to transform itself into a holistic multidisciplinary institution. Right from its inception, the Sri Sathya Sai Institute of Higher Learning has pioneered values-based integral education providing a holistic framework for all-round development of a student. The education system at SSSIHL has values as the undercurrent of every activity and caters to all aspects of human personality, namely the physical, intellectual, emotional, psychological and spiritual. While the excellent infrastructure provides quality education in Arts, Commerce, Science, Humanities, Social Science, Technology and Management, its compulsory residential character trains the mind, body and the spirit in an environment that is similar to the ancient 'Gurukula' approach in a modern context. From the academic year 2023-24, all the undergraduate programmes are going to transit into the 4-year B.S.(Honours) programmes giving an interdisciplinary and multidisciplinary dimension. Research work carried out at SSSIHL is interdisciplinary and socially relevant.

2. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the details of programs with combinations. For over four decades, SSSIHL has been offering multidisciplinary undergraduate, postgraduate and professional programmes, purposefully combining subjects from humanities, sciences, mathematics, engineering and technology. In line with NEP2020, the following programmes will be offered at undergraduate level from the academic year 2023-24, integrating Humanities and STEM:

1. B.S.(Hons.) in Mathematical Science and Computing combines subjects of Mathematics, Statistics, Economics, Data Science and Actuaries.
2. B.S.(Hons.) in Economics combines subjects of Mathematics, Statistics, Economics, Finance, Actuaries and Computer Applications.
3. B.S.(Hons.) in Physics combines Science, Mathematics, Electronics and VLSI Technology with options to minor in Data Science, Economics and Commerce.
4. B.S.(Hons.) in Chemistry combines subjects of science, mathematics, computer science, Material Processing with options to minor in Food Processing Technology.
5. B.Com.(Hons.) combines Commerce, Economics, Statistics, Finance, Digital Technology (E-Commerce and Digital Marketing)

The following Programmes offered at Postgraduate / Professional level integrates Humanities and STEM:

- M.Sc.(Physics) combines subjects from Physics, Mathematics, Electronics, Materials Processing, Quantum Technologies and AI.
- M.Sc.(Biosciences) combine subjects from life sciences, Genetic Engineering, Mathematics and Computational, OMICS, Pharmacology and Drug Design.
- M.Tech.(Computer Science) combines subjects from Mathematics,

Computer Science, Machine Learning, Data Analytics, Blockchain Technologies and Computer Architecture. M.B.A. combines Management, Economics, Statistics, Law, Business (Data) Analytics, Finance, Digital and Information Technologies, and Operations Reengineering. M.Tech.(Optoelectronics and Communications) combines subjects of Science, Engineering, Mathematics, AI & ML, VLSI and Robotics Technology and Management.

3. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education towards the attainment of a holistic and multidisciplinary education.

Explain. Right from its inception, the Sri Sathya Sai Institute of Higher Learning has integrated ethics and values as the undercurrent of every subject taught at the Institute. The unique feature of SSSIHL is its Awareness Courses which is an integral part of every curriculum at undergraduate, postgraduate and professional levels. With the primary goal of training the body, mind and the spirit, the Institute has adopted a compulsory residential policy as an essential ingredient for Values-based Integral education and to achieve its objective of transformation of the heart. The Five-dimensional approach to holistic education includes the Intellectual, Physical, Cultural, Service and Devotional dimensions in a student's life and stay in the campus. Participation in all these dimensions is given due credit. The Institute's Grade Card and Degree certificates show the grade points obtained by the student in all these dimensions.

4. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. From the academic year 2023-24, SSSIHL will adopt the NEP-2020 policy and the UGC credit framework for 4-year UG programme. With this in place, all our Undergraduate programmes will have multiple entry and exit options. The rigor of all the programmes is ensured in the advanced topics included in the proposed curriculum. Each of these UG programmes will have attractive curriculum with options to specialize in a field of choice, undertake research projects in the final year and simultaneously pursue minor degree in a discipline of choice from the IInd year of the Programme. The Programmes will also be flexible for students to undertake credit transfer from recognized online portals in lieu of any course available in the curriculum.

Examples: B.S. (Hons.) in Physics with Specialization in Photonics, Materials Science or Microelectronics or B.S. (Hons. with Research); with minor options in Mathematics, Chemistry,

Economics, Data Science, Food Science, Languages, Management etc. B.A. (Hons.) in English Language and Literature with specialization in Linguistics & Stylistics / Literature & Literary Theory / English Language Teaching or B.A. (Hons. with Research); with Single or Double Minor option in subjects from Humanities, Sciences, Commerce and Management. B.B.A. (Hons.) with Specialization in Marketing/Finance or B.B.A. (Hons. with Research); with two streams of Minors in 'Entrepreneurship' and 'Digital and Analytics'.

5. What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? SSSIHL has been engaged in interdisciplinary and multidisciplinary research over the last four decades. All the research areas in SSSIHL can be broadly classified under Energy, Environment and Health. With the introduction of multidisciplinary Undergraduate and Postgraduate programmes, multidisciplinary research is further strengthened. SSSIHL is engaged in active collaboration with Hospitals, Industries, Premier Academic Institutions, like HCG Cancer Hospital, SSSIHMS, IITs, etc., for research in biomedical imaging devices, lab-on-chip diagnostics, natural products as anti-cancer agents, molecular modeling and drug design, water defluorination, environmental pollution studies, energy harvesting materials, efficient battery materials, functional food product development, understanding disease states - bone disease, eye, cardiovascular and neurological, and novel biomaterials.

6. Describe any good practice/s of the institution to promote Multidisciplinary/ Interdisciplinary approach in view of NEP 2020. Introduction of Multidisciplinary Undergraduate programmes bringing science and humanities together. Plans to reinforce the existing Values-based Education under the umbrella of NEP-2020. Maintaining standards and rigor in the curriculum by promoting students to choose minor subjects across disciplines of Science, Humanities, Social Science, Arts, Commerce and Management. Allowing the students to credit online courses that are interdisciplinary/multidisciplinary from Science, Engineering and Technology, Management, Humanities and Social Sciences.

#### **17.Academic bank of credits (ABC):**

In line with the National Education Policy 2020, the Ministry of Human Resources Development (MHRD), Govt. of India, has mandated that all students in India have a unique 12-digit ID that remains with them through their academic journey from school to university and beyond. The National Academic Depository (NAD) was born out of this initiative. The 12-digit ID is called the

Academic Bank of Credits (ABC). It has several benefits for students, including a repository and authentication of their degrees, diplomas, certificates, training details, and co-curricular accomplishments year after year. It also allows students to participate in the credit transfer system between institutions. Sri Sathya Sai Institute of Higher Learning has registered with the National Academic Depository (NAD). The NAD ID is NAD003247. All students have been mandated to register with the Academic Bank of Credits, so that thereafter their credits data can be uploaded.

### **18.Skill development:**

1. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with the National Skills Qualifications Framework. I) Vocational Education a) Informal Vocational training and Soft skill enhancement: As far as vocational education is concerned SSSIHL is not currently running formal vocational education programs as stand-alone programs that can be taken by anyone. SSSIHL offers a variety of undergraduate, postgraduate and professional programs. As an integral part of these programs, every student undergoes formal / informal training in single / multiple skill-oriented works / jobs / activities. Every student of SSSIHL is graded every semester in each of these activities, which are broadly termed as self-reliance activities. Even though a student can take part in more than one such activity every semester, only one activity is compulsory and appears under the title of self-reliance on the grade card. These grades add up to form the cumulative grades. Many of these activities are at levels 1 to 6 as envisaged in the NSQF for vocational education. However, since students at SSSIHL are all enrolled in formal degree programs only which in any case fetch them good jobs, the purpose of the add-on activities/works is very different. These activities impart a variety of soft skills more efficiently than other classroom teaching methods. The grading is done by senior trainers, based on a variety of soft skills like leadership, interpersonal skills, empathy, time management, critical thinking, creativity, integrity & honesty, problem-solving, adaptability, and communication skills, to name a few. The trainers can be from among the faculty, the research scholars, senior students, and even alumni depending on the nature and type of activity. Over the years at SSSIHL, this has become like the transfer of knowledge from one generation to another in the ancient Indian system, a transfer of knowledge from one batch of students to the other. The spirit of love and camaraderie makes

this happen most efficiently from the experienced seniors to the new learners. Most of the faculty at SSSIHL are also veterans in one of these activities as they have been trained over the years.

b) Formal Vocational training: Skill and Ability Enhancement Courses In the next academic year, SSSIHL plans to roll out the four-year bachelor's degree programmes in specific disciplines and multidisciplinary ones too, in line with NEP 2020. These programs will each have multidisciplinary SECs and AECs. Every degree program will have one or more courses that are skill enhancement courses like computer applications, software programming, and Web design; ability enhancement courses like English for general purposes, etc. Though not formally registered with the National Qualifications Register (NQR), these courses are job-ready at levels 1 to 6 of NSQF.

c) Training in chanting Vedic mantras: In keeping with imbibing the spirit of Indian Knowledge Systems, all students are formally taught to chant Vedic mantras with proper intonations. This has benefits in terms of improving cognitive skills, logical skills, and memory power. Though this is part of the ethos at SSSIHL it is currently not formally assessed. Veda chanting competitions are however held as part of the cultural events. Prizes are awarded to the winners.

II) Soft Skills and Life Skills through the following:

a) Jogging, exercises, sports, and games The uniqueness of SSSIHL is that there is mandatory 100% participation in sports and games, and the result of this appears in every students' grade cards irrespective of which degree course the student belongs to. Winning in sports and games competitions is only one part of the grade. The spirit of participation is given due credit through attendance all year round. The activity includes a unique daily schedule of jogging and exercises early morning that forms part of the final grades.

b) Sports and Cultural Meet Another salient feature of SSSIHL is a mega sports and cultural meet in which it is mandatory for every student and faculty to take part. This event is a unique training ground for a wide variety of life skills, soft skills and vocational skills too. Every participant spends on an average about 40-60 hours in getting trained either by seniors / faculty with necessary expertise or by Master Arts and Craft trainers from outside. Some of the events include Indian and Chinese Martial Arts Techniques, Motor Bike stunts, Chinese Lion Dance, Chinese Dragon dance, Folk Dances of India as well as the West, Construction of massive floats on wheels measuring more than 30 feet in height, Management of a mega PA system for the stadium, Music recording and composing for the entire event, drama presentations by every campus with themes based on Indian culture and ethos, as well as on elevating human values-based

themes. Apart from their individual display / stunt items, almost all students from all campuses take part in a combined march-past parade. More than 30 hours of march-past training is provided by trained personnel from the Indian Army.

c) Early to bed and early to rise This forms an integral part of education at SSSIHL. Every student has to master the art of early to bed and early to rise. For this purpose, an early morning (5.30 a.m.) pranayam, prayer, and silent sitting are part of the routine that is graded and appears on the grade card of every student irrespective of the degree program. This is one of the unique features envisaged by the Founder Chancellor of the institute and has paid the richest dividends in multiple ways, from the very inception of SSSIHL. The first is that late-night unhealthy practices that are most common among the youth, are automatically under check. It is an automatic stress buster and leads to physical and mental well-being.

d) Daily Common Assembly and Universal Prayer: Vitamins for the mind and spirit The early morning session is followed by a 100% participation (students and faculty) in Universal Prayers at the campuses before the start of classroom teaching sessions. These prayer sessions also consist of morale boosting talks, success stories of human values, general knowledge boosters, opportunities to develop public speaking skills and showcase a variety of talents to a vast audience, talks on environment, sustainability, learning Vedic mantras, Indian Knowledge System and many more. The idea of 100% participation is unique to SSSIHL. These multidisciplinary common assembly sessions greatly help in the inculcation of human values, citizenship values, scientific temper, life skills, and many more.

e) Community living Students from all parts of the country live together in one hostel, as one family, in groups of 8 to 10 in large dormitories and follow a common routine. The most striking benefits are a) sensitivity to others and empathy, b) adaptability c) service attitude d) communication skills e) leadership abilities f) sensitivity to national / religious / cultural diversity. Religious / cultural festivals from every part of the country are celebrated by all and this leads to unity of faiths and brotherhood.

f) Class attendance SSSIHL has an average attendance at classes greater than 95%. SSSIHL makes it mandatory for all to have course-wise minimum class attendance of 85% to be eligible for writing the exams. Except for medical reasons / out of station for special occasions, all students attend every class. This gives an average attendance of about 90-95% per course: a unique foresight of the Founder Chancellor, and this also keeps students focused.

g) Mandatory Village Service / Social service All students and faculty at SSSIHL take part in village / social service activities. Some of the

activities in the villages include empowering the villagers through teaching communication skills, health and hygiene education, providing teaching aids to school teachers, and renovating school buildings/toilets. This exposes all the participants to the needs of the common man in the villages and the responsibilities of a citizen. h) Uniform dress code for all during formal classes: The policy of a uniform dress code takes away the day-to-day stress of comparison and inferiority complex for economically challenged students. It also encourages simple living and high thinking. As a result of such a tight mandatory daily schedule, every student naturally develops time management skills.

2. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Following is the list of courses integrated into the undergraduate degree programmes that promote vocational education and can directly get a student some employment (see table below). Further, there are project components in UG programs that meet even higher goals. These are in the mainstream curriculum and examination results add up to the academic CGPA in the grade cards. From its inception (1981), SSSIHL felt the need for communication skills and therefore made English and another language mandatory for all UG programs with extra credits. These courses coupled with mandatory courses on environment and awareness (see table), makes them ready anywhere from level 1 to 5 of NSQF. Apart from these, the self-reliance programs mentioned in answer to Q1 are part of the Integral items in all UG and PG programmes and their grades add up to the Integral items based CGPA. At SSSIHL, the underlying social and religious diversity, as well as environment, which is common to all levels of NSQF certification, is built into our mandatory courses of environment and awareness (See answer to Q3 also), and therefore coupled with the other courses makes the students ready in terms of NSQF. This way they get deeper understanding of these diversities through dedicated courses. The common assembly talks, which are mandatory for all, also serve the same purpose.

S.No	Course Codes	Course Title	Integrated into which degree program
1	UCOM105	UCOM-205	
	UCOM305	UCOM404	UCOM 506
	UCOM 606	UBBA-(104, 204,304,404,)	
		Intro to Computers & Computer Practicals - I, II, III, IV, V,VI (Word Processing and Presentation software, Accounting package, Spread sheet applications, Foundations, and advanced, Data Analytics)	B.Com (Hons) and B.B.A. DMC (Department of management and commerce)
2	UBBA 507 & 607	Web design 1 and Web design 2	B.B.A. DMC (Department of management and commerce)
3	UBIO 401 & 403	Biostatistics & Practical course on biostatistics	B.Sc.(Hons.) Biosciences
4	UPHY 508 & UPHY		

608 Python Programming Lab I and Lab II B.Sc.(Hons) Physics  
DPHY 5 UPHY-505 Computational Techniques in Physics  
B.Sc.(Hons.) Physics DPHY 6 UCHM-508 UCH-608 Project /  
Laboratory Course in Computer Applications - I and II  
B.Sc.(Hons) Chemistry DCHEM 7 UCSH-(104,204,304,404) C-  
Programming Lab I & II, C++ Programming Lab, Java Programming  
Lab, B.Sc.(Hons) Computer Science DMACS (Department of  
Mathematics and Computer Science) 8 UCSH-507 UCSH-605 Web  
Programming Lab, Advanced Java lab, B.Sc.(Hons) Computer  
Science DMACS 9 UECO-503 UECO-603 Introduction to Computer  
Applications I and II B.A. (Major) Economics B.A. (Hons)  
Economics B.Sc.(Hons) Economics DHSS 10 BPAM Courses  
Practical Performance Courses in Vocal Carnatic and Hindustani,  
and Instrumental Tabla, Mridangam and veena B.P.A.(Music). DMUS  
(Department of Music) 11 UGEN-I UGENII UGENIII UGENIV  
General English-I General English-II General English-III  
General English-IV (inculcates English speaking-and listening  
skills-for good communication) All UG Programs DLL (Dept. of  
language and literature) 12 Multiple courses in all  
professional programmes B.Ed. BBA, MBA, M.Tech (CS),  
M.Tech.(OEC) DEDN (Department of education) DMC, DMACS, DPHY  
13 UGENT-101 Environment-I ALL UG Programs ALL Departments  
14 UGENT-201 Environment-II ALL UG Programs All Departments  
More details are available at the following syllabus links to the  
tabular column entries respectively: [https://www.sssi.hl.edu.in/wp-content/uploads/2022/03/B.Com\\_.Hons\\_.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2022/03/B.Com_.Hons_.pdf) <https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BBA-2016-17.pdf>  
[https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc\\_Hons\\_Biosciences-2015-16.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc_Hons_Biosciences-2015-16.pdf) [https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc\\_Hons\\_Physics-2018-19-v2.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc_Hons_Physics-2018-19-v2.pdf) [https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc\\_Hons\\_Computer\\_Science-2019-20.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BSc_Hons_Computer_Science-2019-20.pdf) [https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BA\\_Major-BA\\_Hons-BSc\\_Hons\\_Economics-2019-20.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BA_Major-BA_Hons-BSc_Hons_Economics-2019-20.pdf) <https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-AICTE-MBA-Syllabus-June-2018.pdf> [https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-MTech\\_Computer-Science-2017-18.pdf](https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-MTech_Computer-Science-2017-18.pdf) <https://www.sssi.hl.edu.in/wp-content/uploads/2022/11/M.Tech-OEC.pdf> <https://www.sssi.hl.edu.in/wp-content/uploads/2019/09/SSSIHL-Syllabus-BEd.pdf> <https://www.sssi.hl.edu.in/wp-content/uploads/2022/02/Syllabus-for-B.P.A-Music-Aug-2019-final.pdf> 3. How the institution is  
providing Values-based education to inculcate positivity amongst  
the learner that includes the development of humanistic, ethical,  
Constitutional, and universal human values of truth (Satya),  
righteous conduct (dharma), peace (shanti), love (prem),



nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills, etc. See answer to Q1. Part I a and c See answer to Q1. Part II b, c, d, e, f and g Apart from the above, every UG, PG, and Professional (M.Tech., M.B.A., B.B.A.) degree programme has compulsory awareness courses designed into the credit structure and curriculum for imparting all these values and life skills. The detailed syllabus is available at the SSSIHL website for the respective courses. The courses include titles like a) Ethos and values for the changing world b) Sai education for transformation, c) Unity of religions d) Life and its quest e) Fundamentals of Indian culture f) Sources of Values g) Work culture, ethics and values h) SSSIHL's core values and philosophy i) Values- based management j) Values-centred leadership k) Education in human values: Peace education l) Education for life-individual transformation.....and more (See the links given with answers to Q2 for details of the multidisciplinary UG courses common to all UG programs titled

UAWR-100,UAWR-200,UAWR-300,UAWR-400,UAWR-500,UAWR-600. For the MBA course see SAWR-100, 200, 300, 400 and MBAG-102, MBAG-401. For the M.Tech courses see MAWR-100, 200, 300 and 400. For B.Ed. and other PG programs see PAWR-100, 200, 300, 400 as well as BEDN-401). SSSIHL has a fully residential system and many faculty stay along with the students in the hostel. This makes the student-teacher interaction very effective. The institute also encourages mentor-mentee engagements between all faculty and students. The ideals of simple living and high thinking, character building, and universal human values are automatically instilled in the students through these interactions. As a matter of fact, the concepts of Sathya, Dharma, Shanthi, Prema, and Ahimsa have been the guiding and founding principles of the Sri Sathya Sai Seva Organisation (founded in 1965) and also for SSSIHL (since 1968) put forth by our Founder Chancellor, Bhagawan Sri Sathya Sai Baba.

4. Enlist the institution's efforts to:

- i. Design a credit structure to ensure that all students take at least one vocational course before graduating. Every undergraduate degree program has some course / courses that can directly lead to employment (see answer to Q2 and the associated Table). These courses include many computer and IT based courses, communication-skills based courses, music-based courses. SSSIHL is now also in the process of formalizing many of the compulsory self-reliance activities into credit-based courses with details of the syllabus and evaluation procedures (Also see answer to Q1 Part I a).
- ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. This is part of many of the professional programs like the M.Tech.(OEC),M.Tech.(CS),

M.B.A., B.B.A. Industry experts conduct project Viva, give talks, provide industry live projects, and some even serve as adjunct faculty. In terms of NSQF assessment, this leads to vocational training at levels 6 to 10. As is well known, seeing and listening is a huge part of learning art forms. Many famous musicians and performing artists come to offer their art at the Prasanthi Nilayam Mandir. They also come and interact/train our students. Since all students attend many of the live performances at the Prasanthi Mandir during important festivals, they get a two-fold benefit. Many of our students from bachelor of performing arts are professionally ready artists due to the high level of exposure, and opportunities to perform in Prasanthi Mandir in front of vast audiences (often more than 10000). Some of them get opportunities to accompany famous artists on stage during their study. At the end of their course many are ready at NSQF level 6 and higher. Apart from these, the institute hires trained artists and experts to train students in many of the items during the sports and cultural meet. These include the following almost every year (including 2022-23): 1) Motor bike stunts 2) Indian dance forms 3) Indian and Chinese martial arts 4) Brass Band Instruments 5) Chinese lion and dragon dance. Students also undergo training in some form of disaster management every year. In 2022-23, this was a training in firefighting. iii. To offer vocational education in ODL / blended/on-campus modular models to Learners. SSSIHL does not currently offer any online vocational training courses. However, the current faculty and Alumni of SSSIHL take active part in imparting online vocational training in English communication and Values to the needy. This is done formally through the Sri Sathya Sai Vidya Vahini Program (SSSVV) and Sri Sathya Sai Media Centre (SSSMC) both managed by our parent Trust (Sri Sathya Sai Central trust). The Sri Sathya Centre for Human Values (SSSCHV) is another vertical that is managed by our alumni and imparts values-based leadership certification online. All these function from Prasanthi Nilayam, the headquarters of SSSIHL. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. SSSIHL has not formally entered association with NSDC certifications. In view of the evolving needs of the nation, as well as for expanding the scope for our students and workers, in the future, SSSIHL will do the needful. SSSIHL does not offer stand-alone vocational training courses to students for employability. SSSIHL offers very special training to every student in an effort to create leaders and women/men of exemplary character, and almost all students earn a Master's degree at SSSIHL or elsewhere and get well placed.

However, association with NSDC certification can enhance the horizontal and vertical mobility of students once we formally register. v. Skilling courses are planned to be offered to students through online and/or distance mode. SSSIHL does not currently offer any online training courses. Also refer to answer to Q4 (iii) 5. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020 See answers to Q1 and Q3 for Vocational skills, soft skills and life skills. See Answer to Q1 (Part I for practice of mandatory Self-reliance activities as promoter of vocational skills, soft skills and life skills). See Answer Q1 (Part II a, c, d, e, f and g) for unique practice of 100% participation in daily / periodic mandatory activities: a) Jogging & Exercises b) Sports and Cultural Meet c) Early to bed and early to rise d) Common Assembly: Universal Prayer and talks e) Community Living f) > 90% average class attendance g) Mandatory Village service. For ready reference here is an example list of soft skills / life skills developed through these practices. Leadership, Interpersonal skills, Empathy, Time management, Critical thinking, Creativity, Integrity & honesty, Problem-solving, Adaptability, Communication skills, Conflict resolution, Decision making, Adaptability, Team building.

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

1. 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. Offline courses are already integrated in the curriculum for all Undergraduate and Postgraduate students: 1. Awareness courses that are constituted based on itihasas and sacred texts of Ramayana, Mahabharata and Bhagavad Gita that bring forward various social, cultural and spiritual aspects of Bharatiya Culture are prescribed in both UG and PG programmes. 2. A compulsory course on any one of the Indian Languages namely Sanskrit, Telugu or Hindi is offered for four semesters to all undergraduate students depending on their choice and existing knowledge. 3. Syllabus for courses in Humanities like History, Political Science, Philosophy is well-crafted in line with Indian Knowledge System (IKS) so as to lay a strong foundation of the same among the students. Under NEP2020, these courses will be offered as open electives across all streams and made available to all the interested students. 4. The choice of texts in certain courses in English literature and language like Literature and Philosophy, Literature and Culture, Indian Writing

in English draw closely on IKS. Online courses: 1. Any student desirous of learning any Indian language through MOOC is encouraged and facilitated with all requirements by the respective campuses. 2. Students and faculty are encouraged to take up online courses related to IKS offered under the aegis of UGC, MHRD.

2. What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

1. Though the primary medium of instruction in the institution is English, owing to the advantage of pan-India representation in the student and teachers' community, teaching-learning process has always been in both English and vernacular languages in SSSIHL. To support students who find it difficult to follow English, teachers switch to vernacular medium according to the students' language to help them understand the concepts. So, the teachers are mostly multilingual with excellent communicative competence at least in three Indian languages.

2. The institution encourages bilingual teaching method and plans for regular interactions with the faculty to assess the method's effectiveness and impact in terms of

- improvement in conceptual understanding among students
- creating a comfortable ambience to clarify doubts in the native language
- translating the idea into English for the purpose of examination
- major challenges that might impede the students' acquisition of English

3. Special classes are taken by teachers outside the college hours to help slow-learners. During these classes, the teacher prefers to use the vernacular language for explanation.

4. The Institution encourages faculty to enrol in online courses from NPTEL and SWAYAM portals in connection with Samskrutam and other classical languages of India (Hindi, Tamil, Telugu, Kannada, etc) and would continue to do so.

5. Teachers are also encouraged to give short talks in classical languages (in their respective mother tongue) to enthuse and inspire the students to take interest in them.

6. Educational videos, short films and feature films related to academics in common vernacular languages and with subtitles are shown to students for better reach.

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

1. Indian language courses namely, Telugu, Hindi and Sanskrit that are offered mandatory for four semesters for all undergraduate degrees are taught in the respective languages.
2. Under special circumstances, English is also taught in the native tongue to those students from non-English boards at the school level.
3. Awareness courses, which are focused on inculcating Universal Human Values into students, also have a few portions that are explained using literary references from Indian classical

languages especially, Sanskrit. 4. Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.): 1. Bharatiya Bhasha Diwas is observed on December 11 every year as per UGC's recommendation, in order to bring 'language harmony' and develop a conducive environment for learning multiple Indian languages. Students present themselves in their traditional state costume and speak a few sentences in their mother tongue. Several such programmes are conducted by the Institute to preserve and popularize Indian languages. 2. The oldest classical language, Sanskrit, has always been endorsed as devabhasha by the Founder Chancellor of the Institute, Bhagawan Sri Sathya Sai Baba. Hence, the use of Sanskrit is an integral part of SSSIHL culture in many ways like regular Vedic chants by students and faculty, Sanskrit prayers, celebration of Sanskrit week and public talks intermingled with Sanskrit verses. 3. Students and faculty are encouraged to learn and promote the classical languages of Bharat with the incentive of having an opportunity to give talks during important occasions at the Institute. 4. Student Language clubs are formed to drive learning, propagating and organising Indian language fests periodically. At present, elocution competitions are held annually in the languages of Telugu, Hindi and English for both UG and PG students. There are serious plans to extend this to Sanskrit too. ii. Indian ancient traditional knowledge: 1. Summer Course on "Indian Culture and Spirituality" is a signature annual event of the Institute that is organised at the beginning of each academic year. The three-day Summer Course hosts eminent speakers from various spheres of knowledge on Indian culture and Spirituality who share their valuable knowledge on topics like Vedas, Upanishads, Integrating Science and Spirituality, Ancient cultural values and the like. This course brings awareness about the ancient spiritual wisdom of Bharath and its rich and varied culture. During the course, the students also participate in panel discussions, cultural programmes that are in line with IKS. iii. Indian Arts: 1. Self-reliance programme is a unique aspect of SSSIHL that caters to an all-round personality and skill development of the students. The Fine-Arts and the Cultural self-reliance programmes have been exclusively focused in promoting Indian traditional arts among the students on any given occasion. 2. The cultural programmes and competitions at the Institute fuel the revival and sustenance of the performing arts of drama and Bharatiya dance forms (classical and folk). The events are planned innovatively every year by a dedicated team of faculty and students. 3. Being an integral education system, the Annual Sports and Cultural Meet of the Institute, held on 11th

January, has exclusive segments of display events that showcase Bharat's art forms, both fine arts and martial arts. 4. Traditional fine arts artisans are invited for a 3-day period annually to the Institute not only as a skill development session but also as an exposure to traditional art forms. Students have an opportunity to learn some of the artforms from these genuine traditional artists. Students also become aware of the practical difficulties and challenges faced by these artisans who are the ambassadors of the waning artforms. 5. Social outreach programmes are planned by students and supported by the Institute, that create a business platform for these artisans too.

iv. Indian Culture and traditions: 1. The Institute follows the traditional Gurukula system of education in a modern context, where the students and teachers live together on the campus that is equipped with all necessary modern facilities. 2. Group devotional singing, Vedam learning and chanting are part of the regular curriculum of all the students and faculty. 3. Festivals are an integral part of any culture. All the major national and religious festivals of Bharat are celebrated in the Institute in a grand manner: Guru Poornima, Independence day, Krishna Janmastami, Id-ul-Fitr, Ganesh Chaturthi, Onam, Dasara (with Veda Saptaha Jnana Yagnam and Prasanthi Vidwan Maha Sabha), Dashain Festival, Diwali, Vaikunta Ekadashi, Christmas, Sankranti/Pongal/Lohri, Shivaratri, Ugadi, Tamil New Year, Vishu and Buddha Poornima. 4. Since the Rath Yatra of Puri happens during the academic year, students are encouraged to organise the Jaganath Rath Yatra at the Institute in line with all the rituals followed at Puri. 5. Students and faculty participate in the annual Venugopala Swami Rathotsavam on 18th Nov which is a procession festival of Lord Krishna as Sri Venugopal Swami, the village deity of Puttaparthi. This procession festival includes a lot of tribal and rural artisans who offer their traditional performing arts displays to Lord Krishna all through the procession. 6. Students are trained and given the chance to perform the traditional Telugu & Tamil orchestra of Nadaswaram, and Panchavadyam, the traditional orchestra of Kerala. 7. The women's campus at Anantapur prescribes cultural practices through its emphasis on saree as college attire and bindi / kumkum as a compulsory cultural marker among Hindu girls.

5. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge System (teaching in Indian Language, culture, using online course) in view of NEP 2020.: 1. Human values are an integral part of the education system at the Institute. Even as separate courses and periodical sessions are conducted at the Institute on Indian Knowledge Systems and Universal human values, students are involved in

outreach programmes to pass on the scientific and the Indian traditional knowledge to students of rural schools in and around the Institute. 2. A formal course on IKS in accordance with the UGC guidelines is being drafted to be introduced for the UG students as part of NEP 2020 implementation. 3. Students are also being encouraged to access the vast digital content available on IKS to supplement themselves along with the routine course that will be taught formally as part of the curriculum. 4. Faculty are also involved in separate outreach programmes to nearby schools to create interest and curiosity about IKS in school children. A couple of such sessions have been already organised that gathered a huge positive response. The sessions were perceived to be insightful that garnered the young minds towards Bharat and its glory. 5. With the emphasis on integrated multidisciplinary learning in NEP 2020, the Institute will encourage interdepartmental collaborations like Science and Indian philosophy, Languages and Indian aesthetics, Fundamental Indian Economics with Management through its Centres of Excellence, intellectual colloquiums and conferences. 6. The Innovation council of the Institute encourages unique ideas that involve outcome-based research in any field of IKS, especially Commerce. The students along with a faculty member of the Institute had developed a web app to support the sales of traditional crafts made by the artisans of Nimmalakunta, a village near Puttaparthi.

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

The Institute has planned a series of workshops on implementation of OBE in the academic year 2023-24 starting from July 2023. This will help in reviewing the POs, PSOs, COs and align them with the Vision, Mission and PEOs of the Institute and the respective departments. A University Management System with a specific OBE module has been subscribed to automate the computation of the attainment scores. Many faculty members have attended hands-on workshops on OBE in the academic year 2022-23.

**21.Distance education/online education:**

The Institute is yet to embark on an online education beyond the need for online classes across the 4 campuses of the Institute. Distance education is a point of discussion and deliberation because of the unique residential nature of the values-based integral education offered at SSSIHL.

**Extended Profile**

## 1.Programme

1.1 25

Number of programmes offered during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

1.2 10

Number of departments offering academic programmes

## 2.Student

2.1 1199

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 442

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 1177

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 53

Number of revaluation applications during the year

## 3.Academic

3.1 1260

Number of courses in all Programmes during the year



File Description	Documents
Data Template	<a href="#">View File</a>

3.2 140

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.3 166

Number of sanctioned posts during the year

File Description	Documents
Data Template	<a href="#">View File</a>

#### 4.Institution

4.1 1834

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

File Description	Documents
Data Template	<a href="#">View File</a>

4.2 350

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

## Extended Profile

<b>1.Programme</b>	
1.1 Number of programmes offered during the year:	<b>25</b>
File Description	Documents
Data Template	<a href="#">View File</a>
1.2 Number of departments offering academic programmes	<b>10</b>
<b>2.Student</b>	
2.1 Number of students during the year	<b>1199</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of outgoing / final year students during the year:	<b>442</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of students appeared in the University examination during the year	<b>1177</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of revaluation applications during the year	<b>53</b>
<b>3.Academic</b>	
3.1	<b>1260</b>

Number of courses in all Programmes during the year						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.2	Number of full time teachers during the year	140				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.3	Number of sanctioned posts during the year	166				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>4.Institution</b>						
4.1	Number of eligible applications received for admissions to all the Programmes during the year	1834				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	350				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.3	Total number of classrooms and seminar halls	139				
4.4	Total number of computers in the campus for academic	806				

purpose	
4.5	1593
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, so the curricula are rooted in regional, national, and global needs.

- The POs, PSOs, and COs reflect this relevance. UG level: Electives in emerging fields. PG level: Electives and relevant Projects.
- National policies and guidance issued by UGC, AICTE, and NCTE, are consulted for curriculum designing.
- Regular interactions with alumni, employers, the academic community, parents, and students help tune the POs, and COs of all courses, to cater to the needs of society in all dimensions including scientific, technological, social-economic, literary, and leadership skills.
- STEM courses provide foundations that support the local/regional/national/global needs through the skills acquired and the research pathways opened.
- Professional Programs (BBA, MBA, M.Tech., B.Ed.) directly address local/national/global needs.
- Courses in Indian languages, Indian classical 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, Optical Communications, AI & Deep Learning, Actuaries, Western Philosophy, Value Centred Leadership, Peace Education, etc., cater to global needs.
- Local issues like reducing fluoride in water, solving malnutrition problems, wastewater treatment, and Medical Diagnostics are the focus of many research themes.

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**

5

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**

1260

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**

77

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**

24

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

The modern Gurukul concept: Integral Education caters to self-development for life creating professionally sound, socially responsible, environment-conscious, and spiritually aware citizens.

- Mandatory Awareness Courses twice a week for all UG and PG programmes, like 'work culture, ethics and values, 'Ethos and values for the Changing World', 'Unity of religions', 'Fundamentals of Indian Culture', and many more.
- Mandatory for all, daily Common Assembly Prayers and Talks and weekly one-hour moral/cultural classes: Resolving real-life dilemmas ethically, promoting human values, Sustainability (UN-SDGs), and creating environment-conscious citizens.
- SDG1 to 5 and SDG13: Village Service activities mandatory for all staff and students
- SDG 4 and 10: Quality education to one and all irrespective of caste, creed, or religion, completely free of cost. SDG3: All students and staff are 100% free of tobacco, drugs, and alcohol!
- SDG3: Daily physical exercises, and mandatory sports for all students: part of CGPA in the degree certificate.
- 'Environmental Studies and Human Values' courses for all UG programmes.

- **Gender equity and sensitivity:** Mega International Ladies Day attended by all the staff and students of all campuses, Women representation (HoDs, Deans, Directors, Wardens and enabler teams), Gender-specific courses like 'Gender, School and Society', introduced in different programs.

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**

89

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**

498

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**

462

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>
<b>File Description</b>	<b>Documents</b>
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>
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Demand Ratio</b>	
<b>2.1.1.1 - Number of seats available during the year</b>	
643	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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)</b>	
<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
445	
<b>File Description</b>	<b>Documents</b>
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

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	<a href="#">View File</a>
Link For Additional Information	<a href="https://sssihleduin.sharepoint.com/:b:/s/NAAC/EWHD9Mz-CihPsUSPGzCLn3QB8y9L1Vtcf545kJKl9wipOg?e=YD6zzZ">https://sssihleduin.sharepoint.com/:b:/s/NAAC/EWHD9Mz-CihPsUSPGzCLn3QB8y9L1Vtcf545kJKl9wipOg?e=YD6zzZ</a>

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

Number of Students	Number of Teachers
1199	140

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

The DFNS spread awareness of diabetes on World Diabetes day and carried out a diabetic screening test. Counseling on prevention of diabetes was carried out. Healthy food options for prevention of diabetes were also deliberated upon.

Students of the Department of Music regularly perform at the Sai Kulwant Hall in front of an audience of thousands, gaining experience of a musician.

Students from Departments of Mathematics, Chemistry and Physics are regularly provided with problem solving assignments which provide them with the application of the theory studied.

The DLL\_English participated in a national seminar on emerging perspectives in English language and literature. The DMC and DoE 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.

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

117 out of the 139 classrooms at SSSIHL are ICT enabled. All faculty members extensively use PPT decks, multimedia content

and classroom technology tools to enhance the teaching learning experience.

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

The Centre for development of Communication skills used a platform, Robotel Symposium Smart Class.

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

125

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

140

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

96

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**

1538

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**

0

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**

53

**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**

53

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**

53

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

Digitized tabulation and processing of examination results has been in vogue in the Institute since 1993. The Institute had been using the in-house developed software package SAITAB for results processing. The maintenance and updation of the software was done entirely in-house by the Institute staff.

In the year 2023, SSSIHL procured a University Management System (UMS), which is currently being deployed for the Examination Section. We are in the process of migrating and validating the data of the earlier batches and also configuring the system to match our requirements.

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

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	<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 of Tests, Assignments, Seminars, Quizzes, Problem Solving Exercises, Mid semester exams, Mini Projects, Class Participation, Computer Aided Testing, Oral Tests, etc.

High pass percentage and effective performance on the job (based on employer feedback) are an indication of the success of the programme.

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, which help in developing a holistic and well-rounded personality comprise of:

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

Participation in universal prayers to bring an inner connect and encourage enthusiastic class participation.

Games, sports and yogasanas encourage discipline and lead to development of skills such as self-control, teamwork, 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**

440

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)**

<https://sssihleduin.sharepoint.com/:b:/s/NAAC/ETaofu5gEfrJrTSalvZznroBjowWGnwlqXv4JX2yyTl4hA?e=zLw84S>

## 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 the academic year 2022-23,

Department of Physics upgraded the following research equipment:

- Simultaneous DSC-TGA analyzer, FTIR Spectrometer, horizontal high temperature tubular furnace, peristaltic pump, polymer film making equipment, Laser diode drivers, butterfly laser diodes, single mode fiber, highly nonlinear fibers, isolators, Fiber Bragg Gratings, fiber connectors, gas sensing setup to augment and strengthen the ongoing research work.

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)**

53.6

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**

3

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

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

18

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)

134.79

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)

490.8

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

23

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

Institute's Innovation Council (IIC) at SSSIHL was established

on 8th March 2023.

IIC at SSSIHL was started with the following major focus:

- To create a vibrant local innovation ecosystem.
- Start-up supporting mechanism in HEIs.
- Prepare institute for Atal Ranking of institutions on innovation achievements framework.
- Establish a functional ecosystem for scouting ideas and pre-incubation of ideas.
- Develop better cognitive ability among students.

Presently, following are the core team members of IIC-SSSIHL:

President - Prof. Pallav Kumar Baruah, Department of Mathematics and Computer Science

Convener - Dr. K. Sayee Manohar, Head, Department of Management and Commerce

Innovation Activity Coordinator - Dr. (Mrs.) Swetha Thiruchanuru, Assistant Professor, Department of Management and Commerce

Startup Activity Coordinator - Sri Vivek Kapoor, Associate Professor, Department of Management and Commerce

Internship Coordinator - Sri Vaidyanathan R Iyer, Placement Officer

IPR Activity Coordinator - Dr. B. E. Pradeep, Associate Professor, Department of Biosciences

Social Media Coordinator - Sri C V Venu Gopal, Deputy Manager (Administration)

NIRF - Innovation Coordinator - Dr. Muralikrishna Molli, Assistant Professor, Department of Physics The IIC has been actively organizing various events and activities to promote entrepreneurship among the students. Brief report of the activities conducted have been enclosed.

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**

14

**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**

14

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**

9

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**

**C. 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>

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

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

0

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**

21

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**

195

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**

39

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
4.33	4.03

File Description	Documents
Any additional information	<a href="#">View File</a>
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
12	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	<a href="#">View File</a>

### 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 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	<a href="#">View File</a>

### 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

Post-pandemic the Village Empowerment programme was initiated again in the villages of Narsimpalli, Marlapalli and Bonthalapalli in the following dimensions:

- Skill Development and Entrepreneurship
- Health & Hygiene
- Green initiatives
- Sanitation

- Education
- Waste-to-wealth

The extension activity is undertaken in the following steps:

- Recce of the villages:
- Detailed action plan of the visit:
- Report of the grama seva (NAAC extension activities format):
- Reflections on the grama seva after the visit.

These extension activities have created a positive impact on the students. Enlisting the points expressed by students after undertaking these extension activities:

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



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**

0

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)**

15

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**

315

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**

38

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**

4

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 institution boasts of a comprehensive array of facilities conducive to effective teaching and learning. Among its 139 classrooms, 117 are fitted with modern amenities such as LCD projectors with Stick PCs, network connections, and whiteboards, ensuring an immersive learning environment.

In addition to classrooms, each department is furnished with well-equipped laboratories tailored to specific fields of study. These include cutting-edge facilities like the Artificial Intelligence lab, Nuclear Physics Lab, Organic Chemistry Lab, and various others, catering to a diverse range of academic pursuits. The presence of the Central Research Instruments Facility (CRIF) and the Central Research Laboratory (CRL) underscores the institution's commitment to facilitating

advanced research endeavors.

Furthermore, the institution prioritizes technological infrastructure, boasting of a 1Gbps Internet connectivity through the National Knowledge Network (NKN) and a robust network of NAS servers and VPNs. This infrastructure supports both academic and research activities for faculty and students alike. The Department of Languages and Literature enhances language learning through its state-of-the-art language lab, while computer centers across campuses provide access to 806 computers, maintaining a favorable student-to-computer ratio of 1.5:1.

Moreover, the Multimedia Learning Centers offer cutting-edge Audio/Video conferencing facilities, fostering active collaboration and real-time engagement among students and faculty members.

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.)

The institution prioritizes holistic development by offering a wide range of facilities for cultural activities, yoga, indoor and outdoor games, and sports.

Key among these facilities is the Sri Sathya Sai International Centre for Sports, a cutting-edge indoor stadium equipped for various disciplines including Basketball, Volleyball, Tennis, Squash, Table-tennis, Badminton, Gymnastics, and Yoga/Aerobics. Spanning an impressive 100m x 60m on a 4.8-acre site, this stadium ranks among the largest open-frame space domes in the country, accommodating up to 4,000 spectators.

Additionally, the Sri Sathya Sai Hill View Stadium with a seating capacity of around 25000 serves as a dynamic outdoor venue, specifically designed for the Annual Sports and Cultural Meet of all Sri Sathya Sai Educational Institutions.

Auditoriums at the campuses comfortably seat approximately 900+

individuals each, providing ample space for cultural events and gatherings. Moreover, the campuses feature various courts for games such as Kho-Kho, Basketball, Tennis, Badminton, Volleyball, Throw Ball, Ball Badminton, and Tennikoit, ensuring students have access to diverse sporting activities.

For physical fitness enthusiasts, well-equipped gymnasiums offer stationary gym equipment, cycles, treadmills, dumbbells, and more, promoting overall health and well-being among the student community.

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

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

The institution is dedicated to fostering a conducive environment for learning, growth, and well-being among its students and staff.

**Inclusive Environment:** Ramps and lifts ensure accessibility for individuals with physical challenges, fostering a barrier-free environment.

**Safe Drinking Water:** Uninterrupted supply of purified RO water ensures access to clean and safe drinking water.

**Enhanced Security:** CCTV cameras are strategically placed across the campus to enhance surveillance and ensure the safety of all occupants.

**Comprehensive Hostel Facilities:** Hostels are equipped with amenities such as carpentry, plumbing, audiovisuals, dietary services, arts & crafts facilities, and cooperative societies.

**Women's Sanitation:** Sanitary napkins vending machines and incinerators are provided for the proper disposal of sanitary products, ensuring women's sanitation needs are met.

**Fire Safety Measures:** Fire safety equipment is installed according to guidelines from disaster response and fire services departments.

**Healthcare Access:** General and super-specialty hospitals provide

free treatment to students and staff.

**Cultural and Educational Facilities:** Sanathana Samskruti Museum, Chaitanya Jyoti Museum, and Sri Sathya Sai Space Theatre promote cultural and educational enrichment.

**Daily Amenities:** Banking facilities, a shopping center, canteens, and a bakery cater to the daily needs.

**Well-Maintained Infrastructure:** Well-paved, well-lit roads ensure safe navigation. Covered parking facilities are also available.

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)**

367

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 campus libraries have well-established modern facilities catering to the information needs of the user community. The state-of-the-art central library stretching over 62,505 square feet can accommodate 480 students at a time.

These libraries have more than 1.8 lakh documents on varied subjects and have subscriptions to print versions of 100 plus national and international journals besides access to a host of e-journals. The institute libraries have subscribed to the EBSCO Business Source Premier, Capitaline AWS, Turnitin, database central funded under the Deemed University from e-ShodhSindhu (INFLIBNET). All Campus libraries provide sufficient computer terminals with internet and Wi-Fi facilities to access the electronic resources. All e-resources / online databases are

accessed through SSSIHL Institute IPs.

The Central Library and other campus libraries are fully automated with KOHA open source library management software which is an integrated library management system with necessary modules such as Acquisition, Catalogue, Serials, Patrons, Circulation, and reports. Koha is built using library standards and protocols such as MARC 21, UNIMARC and Z39.50, etc. All the books are Barcoded, Spine-labelled for smooth transactions.

On-line Public Access Catalogue (OPAC) can be accessed at

<http://library.sssihl.edu.in/cgi-bin/koha/opac-search.pl>

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)**

48.48

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)**

321

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

The institution prioritizes technology for academic and administrative excellence through its robust IT policy, enclosed for reference.

- Each year, all campuses meticulously outline IT expenses in annual budget proposals, ensuring adequate funding for IT facility enhancement.
- The enclosed 2022-23 IT budget highlights proactive investment in technology infrastructure. Budgetary allocation reflects careful consideration of evolving technological requirements, enabling adaptation and scaling of IT facilities.
- Currently, Wi-Fi is available in select areas, with plans for comprehensive coverage across the institute.

These efforts underscore the institution's commitment to keeping pace with technological advancements, ensuring IT infrastructure meets the diverse needs of stakeholders for seamless connectivity and collaboration.

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
1199	806

#### 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

576

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.



The SSSIHL maintains and utilizes its physical, academic, and support facilities through established systems and procedures. Regular practices include:

- Inventory, Stock Registers & Logbooks to track resources.
- Utility Registers for monitoring usage.
- Periodic Checks ensure proper functioning.
- Annual Maintenance Contracts for upkeep.
- Maintenance managers & teams oversee operations.
- Annual physical stock verification ensures accuracy.
- Recurring & non-recurring budget allocation for maintenance.

Additionally, the institution ensures human resources availability for maintenance. System administrators and IT personnel manage IT facilities, while support staff maintain sports facilities, libraries, etc. Lab technicians and attenders handle lab setups and maintenance. These measures guarantee responsible upkeep and efficient utilization of all facilities.

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)**

1199

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**

1003

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**

62

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**

129

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**

253

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**

8

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**

Understanding that students are one of the most important stakeholders of the Institute, they are included in the statutory committees of the University like Anti-ragging committee, Internal Complaints Cell, Gender Sensitization Cell, Internal Quality Assurance Cell etc. Student house-captains ensure that sports, cultural activities and fine arts events and competitions, an integral part of the curriculum, are carried out.

The Institute is propelled by a culture which emphasizes that each individual should help the other, and through this unity - live for God. This is to sensitise and train them to develop such an attitude when they step outside the portals and serve in society. Every single aspect of the residential system, with its integral items are manned and managed by the students. In the hostel, essential services like the stores, the maintenance department, dietary, multimedia, library etc. are completely managed by the students. Select senior students are identified as room leaders, to create an atmosphere of growth and mentoring among peer groups. The co-curricular activities, like the University Brass Band, Nadaswaram, Panchavadyam, Dance, Dramatics etc. are avenues for their creative output and also platforms for learning man management. Uniquely, this system blends values-based education, leadership development and practical responsibilities.

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**

111

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

## 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

The unique integral system of education at SSSIHL, a modern Gurukula, creates a lifelong bond of love between students and the Institute. Several Alumni played a vital role in enriching the student learning experience through:

**Career guidance and job readiness:** Alumni from various industries conducted sessions on career paths, resume writing, interview skills, and job market trends. Notably, the "Catalyst" team, comprising SSSIHL alumni, held workshops and mock interviews to prepare students for job applications.

**Guest lectures and workshops:** Alumni experts delivered lectures and workshops on various topics, sharing industry insights and practical knowledge.

**Project and research support:** Alumni provided technical support and mentorship to students working on dissertations and mini-projects. This included guidance on applying theoretical concepts to real-world problems and access to research facilities.

**Industry and academic visits:** Alumni facilitated student visits to companies and research institutions, providing valuable exposure to professional environments and cutting-edge research.

**Curriculum and program development:** Alumni contributed to curriculum review and program development by sharing industry perspectives and suggesting updates based on current trends.

The Alumni engagement initiatives significantly benefited students by

1. Bridging the gap between academia and industry,
2. Enhancing career preparedness of students
3. Expanding student learning opportunities.

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

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 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.

The Institute has been functioning to fulfill the vision put forth by the Revered Founder Chancellor. SSSIHL has been trying to excel in all domains to ensure that the students get best of holistic education at no cost whatsoever.

These are reflected in the demand for admissions, state-of-the-art teaching and research facilities and research centered on societal benefits.

The feedback from the employers has been extremely positive

about the students who graduate from the portals of this Institute.

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

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 and administrative front.

Deans oversee important academic decisions and their implementation with the support of HoDs and Associate HoDs for effective functioning.

Many committees comprising of selected teachers and stakeholders of the institute ensure that administration is in accordance with high standards of 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 and staff of different campuses 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 committees conduct audits regularly, considering input from students, teachers and staff. They identify good practices and initiatives across campuses and resolve problems, if any.

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

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

#### Research for Societal Benefit

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

The research at SSSIHL are focused on the three areas of Health, Energy and Environment

Sri Sathya Sai Values based integral system of education-Post pandemic, the institute seamlessly transited to the offline mode where the institute, hostel and the synthesis of education and spirituality played a vital role in character building of the students.

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.

The administrative and academic functioning of the Institute 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

The 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 the Academic and Administrative Audit (AAA) was successfully conducted.

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 in the self-evaluation form annually analyzed combined with their Academic Performance Indicator (API) 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 Institute.
- • Canteens at each campus provide nutritious and hygienic food for a subsidized price.
- All campuses have attached General stores.
- • Spiritual and motivational talks, presentations and exhibitions are organized on a periodic basis as 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 measures for women:

1. Maternity leave as per UGC guidelines
2. Sanitary pads vending machines and incinerators in the college and hostels
3. Safe and secure work environment and transport facility
4. Access to gynecologist who visits 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**

6

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

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

**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)**

93

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

SSSIHL provides free education to students for all programmes of study. This includes waiver of all fees - tuition, examinations, laboratory, library, sports and medical.

The main source of income is Donations to the parent trust and interest income from corpus funds.

The budget estimates are prepared every year by including all types of revenue and capital expenditure requirements of the Institute. Main components of expenditure are:

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

Resource mobilization:

- From the parent charitable Trust: Sri Sathya Sai Central Trust is the main donor.
- 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
- Specific purpose donation by the donors for infrastructure augmentation.
- Interest earned on investments of Corpus Fund

Optimal utilization of resources:

- Budgetary controls on all types of expenditure.
- Computer & science labs operate to accommodate lab courses of various programmes
- The playground / stadium courts have a full schedule for

**matches**

- **Classrooms are shared by different departments for optimal utilization.**

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)**

**13.2**

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)**

**100.4**

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

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

**The Institute is having regular Internal and external audits conducted by Practicing Chartered Accountants.**

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

**After conclusion of Internal Audit, Auditors submit their report to the Management. The management submits the internal audit report to Statutory auditors along with the compliances. The**

statutory auditors perform the audit based on the "Technical guide on Audit of Charitable Institutions under Section 12A of Income Tax Act" issued by the Institute of Chartered Accountants of India.

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

- MS Sharepoint architecture was customized for single point data capture and hosting of AQAR documents.
- Standard templates were designed by IQAC for capturing all necessary data.
- Structured feedback about curriculum was scrutinized to include many pertinent questions.
- NAAC awareness sessions were conducted for all the stakeholders in all the four campuses of the Institute.
- Academic audit of departments was undertaken based on the data submitted by the departments for AQAR 2021-22.
- The framework followed for this audit was presented in a national conference on Innovation and Quality Enhancement in (HEIs) in the context of the National Education Policy (NEP)-2020 in St. Joseph's College of Commerce and was published as a conference proceeding.

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 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	<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)**

- MS Sharepoint architecture was customized for single point data capture and hosting of AQAR documents.
- Standard templates were designed by IQAC for capturing all necessary data.
- Structured feedback about curriculum was scrutinized to include many pertinent questions.
- NAAC awareness sessions were conducted for all the stakeholders in all the four campuses of the Institute.
- Academic audit of departments was undertaken based on the

data submitted by the departments for AQAR 2021-22.

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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

The Institute has an active Gender Sensitization cell which has identified gender champions across its three men's campuses and one women's campus. The Institute uploads the Gender Sensitization compliance report every year on the SAKSHAM portal.

In the gender specific women's campus adequate facilities are available for ensuring safety and security of women like high boundary wall, 24/7 CCTV surveillance and dedicated security personnel. Student counselors have been appointed to take care of the students' academic and other issues. The campus has a separate Girls Common Room, sanitary napkin vending machines and incinerators.



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://sssihleduin.sharepoint.com/:b:/s/NAAC/EcdsDEONdkxOuCHSUmUMOEwBa70tNevbXI_TG6yg0c29HQ?e=kiKdhn">https://sssihleduin.sharepoint.com/:b:/s/NAAC/EcdsDEONdkxOuCHSUmUMOEwBa70tNevbXI_TG6yg0c29HQ?e=kiKdhn</a>
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="https://sssihleduin.sharepoint.com/:b:/s/NAAC/EQq_OiDlw-1GqGEvYtkRB0UBygFEJPsFy9zRphmMelBO9g?e=gsQuwI">https://sssihleduin.sharepoint.com/:b:/s/NAAC/EQq_OiDlw-1GqGEvYtkRB0UBygFEJPsFy9zRphmMelBO9g?e=gsQuwI</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**

**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 groundwater, 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/s and 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

**Waste recycling system** uses a Sewage Treatment Plant to purify and recycle the sewage 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	<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:**

- 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	<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)

Students from different parts of the country, and some from overseas, 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 during their course of stay.

Students also participate in the celebration of different festivals like Dasara, Id-ul-fitr, 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	<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:

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	<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 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.

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

Decentralized approach to management frees valuable time for top management to focus on long term planning and strategic initiatives of the Institute.

SSSIHL has 4 campuses located in 4 different geographical regions. It was necessary to have an apex body constituted at each campus that could take care of the day-to-day operational activities of the campus, without having to seek instructions

from the top management for every minor issue.

A Campus-Hostel Management Committee (CHMC) was formed at each campus consisting of faculty representatives from the campus and resident faculty from the hostel. The CHMC meets once every month to look into the welfare of the students and identify any challenges faced.

Post CHMC, the students and faculty at the Campus expressed greater levels of satisfaction in the surveys conducted. Since the decision-making body was closer to ground reality, issues were identified faster and solved in a timely manner.

Top management has seen a steep reduction in the number of communications from the campus to the top management seeking approvals and solutions.

There was initial resistance to understand and accept the freedom given, but gradually, the sense of decentralization became a reality

### **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)

The values-based integral education is the core focus of SSSIHL. This includes apart from academic activities, a number of other activities in the domain of games and sports, culture, service and devotion. During the pandemic, great efforts were made to help students sustain these activities in very creative ways, even within the four walls of their homes.

Subsequently, after a gap of nearly 2 years, when the students returned to the campus, SSSIHL was able to seamlessly transit from the online mode to the offline mode of our system. This only goes to show how robust and well set the traditions and practices are at SSSIHL. Within no time students were able to adjust themselves in the college and the hostel (SSSIHL being a compulsorily residential system).

Every activity in every domain of the values-based integral education system took place with all vigour and enthusiasm throughout the academic year 2022-23. Towards the end of the year, each stakeholder of SSSIHL felt proud about the wonderful holistic education model that the Founder Chancellor set forth, which was not shaken up even a wee bit by the pandemic.

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

- Carry out restructuring of the Institution to facilitate greater levels of decentralization and empowerment
- Bring in greater levels of transparency in all activities of the Institution
- Initiate efforts to make SSSIHL a zero-waste Institution in the next one year
- Roll out the approved NEP plan across all undergraduate programmes in the four campuses of SSSIHL
- Explore and tap the full potential of the newly purchased University Management System (UMS)
- Design a formal syllabi and evaluation process for all the self-reliance activities carried out at SSSIHL and enable to offer them as Values-added Courses (VACs)
- Initiate a series of Outcome Based Education (OBE) Workshops to ensure complete adoption of OBE in all the academic programmes of SSSIHL
- Further redesign the Career Advancement Scheme (CAS) of SSSIHL, keeping in mind the newer challenges of NEP and the accreditation metrics of NAAC