



YEARLY STATUS REPORT - 2023-2024

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

2.Institutional status

- University Deemed
- Type of Institution Co-education
- Location Urban

- Name of the IQAC Co-ordinator/Director **Dr. G S Srirangarajan**
- Phone no./Alternate phone no **08555287191**
- Mobile **9440417603**
- 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/2024/12/AQAR-2022-23.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
Cycle 1	A++	96%	2003	21/03/2003	20/03/2008
Cycle 2	A	3.63	2011	08/01/2011	07/01/2016
Cycle 3	B++	2.9	2021	20/09/2021	19/09/2026

6. Date of Establishment of IQAC

09/02/2004

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
SSSIHL	12B	UGC	2017	0

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

3

- 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 **0**

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

SSSIHL-IQAC as a part of its quality initiative, conducted a 7-day Training Programme on the NAAC's Quality Indicator Framework (QIF) between 25th July and 4th August 2023, for the newly reconstituted IQAC team and the NAAC Criteria-Specific Steering Teams.

A NAAC Accreditation Review Workshop was organized by SSSIHL-IQAC for all the faculty members on 22-23 June 2024. Mr. Naresh Trikha, an accreditation consultant, presented the revised Binary Accreditation system of NAAC.

A Faculty Performance Review was carried out with the help of a 30-question survey for the period 1st July 2023 to 30th April 2024 as part of the academic audit of departments for the NAAC quantitative metrics.

First workshop on OBE- "Overview of OBE '' was organized on the 4th July 2023, for OBE implementation coordinators of the departments and second Episode titled "PEOs, POs, PSOs, and Curriculum Mapping, was organized on the 19th August 2023, for the same set of select representatives by our in-house experts of IQAC.

SSSIHL IQAC organized a hands-on upskilling Workshop in Basic and Advanced Excel tools for non-teaching staff covering topics such as Basic skills, VLookup, IF and SUMIF functions, Pivot Table, etc.

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
<p>Carry out restructuring of the Institution to facilitate greater levels of decentralization and empowerment</p>	<p>Dean of Academic Affairs and Dean of Student Welfare were appointed, PhD admissions were conducted by the Deans.</p>
<p>Roll out the approved NEP plan across all undergraduate programmes at the Institute</p>	<p>Introduction of Undergraduate programmes based on NEP-2020 from academic year 2024-25: B.A. (Hons.) / (Hons. with Research) in English Language and Literature, B.B.A. (Hons.), B.Com. (Hons.) / (Hons. with Research), B.A. (Hons.) / (Hons. with Research) in Economics, B.S. (Hons.) / (Hons. with Research) in Economics, B.S. (Hons.) / (Hons. with Research) in Mathematics, B.S. (Hons.) / (Hons. with Research) in Computer Science, B.S. (Hons.) / (Hons. with Research) in Mathematical Sciences and Computing, B.S. (Hons.) / (Hons. with Research) in Actuarial Data Science, B.S. (Hons.) / (Hons. with Research) in Physics, B.S. (Hons.) / (Hons. with Research) in Chemistry, B.S. (Hons.) / (Hons. with Research) in Biosciences and Biotechnology, B.S. (Hons.) / (Hons. with Research) in Artificial Intelligence and Computational Biology, B.S. (Hons.) / (Hons. with Research) in Food and Nutritional Sciences and B.P.A. (Hons.) in Music</p>
<p>Initiate a series of Outcome Based Education (OBE) Workshops to ensure complete adoption of OBE in all the academic programmes at the Institute</p>	<p>Two workshops were conducted on OBE: OBE workshop1- Introduction to OBE, OBE workshop2- PEOs, POs, PSOs and curriculum mapping</p>

Explore and tap the full potential of the newly purchased University Management System (UMS)	The UMS is being used for admission process, attendance and other processes.
Further redesign the Career Advancement Scheme (CAS) of SSSIHL, keeping in mind the accreditation metrics of NAAC	The new CAS has been redesigned and rolled out for discussion.
Initiate efforts to make SSSIHL a zero-waste Institution in the next one year	Green cell of the Institute took up many activities in the academic year 2023-24 to achieve this goal of zero waste

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

- Name of the statutory body

Name	Date of meeting(s)
Executive Council	21/11/2024

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? No

15. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Sri Sathya Sai Institute of Higher Learning
• Name of the Head of the institution	Prof. B Raghavendra Prasad
• Designation	Vice-Chancellor
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• Phone no./Alternate phone no.	08555289982
• Mobile no	8331034766
• Registered e-mail	registrar@sssihl.edu.in
• Alternate e-mail address	coordinatoriqac@sssihl.edu.in
• City/Town	Puttaparthi
• State/UT	Andhra Pradesh
• Pin Code	515134
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• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Dr. G S Srirangarajan
• Phone no./Alternate phone no	08555287191
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programmes at the Institute	curriculum mapping
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14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	10/05/2023
16. Multidisciplinary / interdisciplinary	
<p>Delineate the vision / plan of the institution to transform itself into a holistic multidisciplinary institution. From its very beginning, the Sri Sathya Sai Institute of Higher Learning has been at the forefront of values-based, comprehensive education, offering a holistic framework for the all-around development of students. The educational system at SSSIHL integrates values into every aspect of its activities, addressing the physical, intellectual, emotional, psychological, and spiritual dimensions of human personality. While its outstanding</p>	

infrastructure delivers high-quality education in fields such as Arts, Commerce, Science, Humanities, Social Science, Technology, and Management, the mandatory residential component fosters growth of the mind, body, and spirit in a setting reminiscent of the ancient 'Gurukula' tradition, adapted for modern times. The Sri Sathya Sai Integral system of education is a shining example of True Holistic Education as envisioned by NEP-2020. From the academic year 2023-24, all the undergraduate programmes have been converted to 4-year programmes with emphasis on interdisciplinary and multidisciplinary dimensions. All these programs have research project component in the fourth year, which will cater to research work in interdisciplinary and socially relevant areas. SSSIHL education system is in true alignment with the UN's SDG4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", as referred to in the NEP-2020 policy document.

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 NEP-2020, the following programmes are being offered at undergraduate level from the academic year 2023-24, integrating Humanities and STEM:

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

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

- M.Sc.(Physics) combines subjects from Physics, Mathematics, Electronics, Materials Processing, Quantum Technologies and AI.
- M.Sc.(Biosciences) combines 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 embedded ethics and values into every subject it offers. A distinctive aspect of SSSIHL is its Awareness Courses, which are a core component of all undergraduate, postgraduate, and professional curricula. Aimed at developing the body, mind, and spirit, the Institute mandates residential living as a crucial element of its Values-based Integral education. The Five-dimensional approach to holistic education encompasses Intellectual, Physical, Cultural, Service, and Devotional aspects of campus life, with participation in each dimension being recognized. The Institute's Grade Card and Degree certificates show the grade points obtained by the student in all these dimensions. Courses on Environmental Studies and Indian Constitution are taught right in the first year of all the four-year undergraduate programmes, to create awareness and instill sense of responsibility in students. SSSIHL has adopted a few villages wherein the students constantly engage in various service activities including promoting awareness of health and hygiene, encouraging youth to become entrepreneurs, improving infrastructure in schools, etc.

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. Starting from the academic year 2023-24, SSSIHL has adopted the NEP-2020 policy and the UGC credit framework for its 4-year undergraduate programmes. With this in place, all our undergraduate programmes have provision for multiple entry and exit. The programmes are designed to ensure academic rigor through advanced topics included in the curriculum. Each UG programme features an engaging curriculum with options for specialization in a chosen field, research projects in the final year, and the opportunity to pursue a minor degree from the second year onwards. Additionally, the programmes offer flexibility for students to transfer credits from

recognized online portals for any course within the curriculum. Examples: B.S. (Hons.) in Physics with Specialization in Photonics, Functional 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 projects in SSSIHL come under the broad classification of Energy, Environment and Health. Multidisciplinary research is further strengthened with the introduction of multidisciplinary Undergraduate and Postgraduate programmes. SSSIHL has Active collaboration with Hospitals, Industries, premier academic Institutions, like HCG Cancer Hospital, SSSIHMS, IITs, etc. Under these collaborations, active research in biomedical imaging devices, lab-on-chip diagnostics, natural products such 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 are underway. Three centers of excellence have been established in 2023-24, namely, 1) Center for Excellence in Mathematical Biology, 2) Center for Excellence in Actuarial Data Science and 3) Center for Excellence in Sustainable Development.

6. Describe any good practice/s of the institution to promote Multidisciplinary/ Interdisciplinary approach in view of NEP-2020. Introduction of Multidisciplinary Four-Year Undergraduate programmes bringing science and humanities together from 2023-24 academic year. Reinforcing the existing Values-based Education under the umbrella of NEP-2020 by providing 16 credits for values based courses. Maintaining standards and rigor in the curriculum by offering specialization for the major and simultaneously encouraging students to choose minor subjects across disciplines of Science, Humanities, Social Science, Arts, Commerce and Management. Allowing students to credit online courses that are interdisciplinary / multidisciplinary from

Science, Engineering and Technology, Management, Humanities and Social Sciences. Prioritize courses on Environmental Studies, Indian Constitution and Cyber Security by offering them as compulsory courses for the first and second year undergraduate students.

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 Identity (ABC ID). 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 the students of the Institute have registered with the Academic Bank of Credits and have procured their ABC ID, except for a few students who are from overseas and a few others who need to sync their sim cards with their Aadhaar cards. The Institute is now in the process of uploading the credit data for all the students who have registered with ABC. In another 2 or 3 months, the Institute should be able to complete the entire upload of credits data for all students from the 2021 batch onwards, as required by NAD.

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 programmes as stand-alone programmes that can be taken by anyone. SSSIHL offers a variety of undergraduate, postgraduate and professional programmes. As an integral part of these programmes, 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 programmes only, which in any case fetches them good jobs, the purpose of the add-on activities/works is quite 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 2023 SSSIHL rolled out the four-year bachelor's degree programmes in specific disciplines and multidisciplinary ones too, in line with NEP-2020. Each of these programmes have multidisciplinary SECs and AECs. Every degree programme has 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 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 Revered 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 practice of ethics and human values in personal and professional life, 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) teamwork d) service attitude e) communication skills f) leadership abilities g) 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 inculcates a sense of forbearance 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 Revered Founder Chancellor, and this also keeps students focused. f) 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. g) 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. In alignment with NEP-2020, SSSIHL has rolled out in 2023, fresh four-year undergraduate BS (Hons.) and BS (Hons. with research) programmes in all departments. These programmes provide more options for the students to choose according to the Choice Based Credit System (CBCS). Every programme allows a minor degree in another discipline on completing 16 credits in it. Some of the popular skill-based courses include 'Data Science', 'Python Programming', 'Music (Vocal / Instrumental)', There are project components in UG programmes that provide even higher skills. 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

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 programmes 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, there is an underlying social and religious diversity, as well as awareness of the environment, which is common to all levels of NSQF

certifications. These are also 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	Name of Department offering the course
1	UCOM-105	UCOM-205 UCOM-305 UCOM-404 UCOM-506 UCOM-606	BBA-(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)
2	BBA-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 DBIO (Department of Biosciences)
4	UPHY-508 & 608	Python Programming Lab I and Lab II	B.Sc.(Hons)	Physics DPHY (Department of Physics)
5	UPHY-505	Computational Techniques in Physics	B.Sc.(Hons.)	Physics DPHY (Department of Physics)
6	UCHM-508 & 608	Project / Laboratory Course in Computer Applications - I and II	B.Sc.(Hons)	Chemistry DCHEM (Department of Chemistry)
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 & 605	Web Programming Lab, Advanced Java lab,	B.Sc.(Hons)	Computer Science DMACS (Department of Mathematics and Computer Science)
9	UECO-503 & 603	Introduction to Computer Applications I and II	B.A. (Major)	Economics B.A. (Hons)
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 UGEN-II UGEN-III UGEN-IV	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 (Department of Languages and Literature)
12	Multiple courses in all professional programmes	B.Ed. BBA, MBA, M.Tech		

(CS), M.Tech.(OEC) DEDN (Department of Education) DMC (Department of Management and Commerce), DMACS (Department of Mathematics and Computer Science), DPHY (Department of Physics) 13 UENT-101 Environment-I ALL UG Programs ALL Departments 14 UENT-201 Environment-II ALL UG Programs All Departments 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 programmes titled UAWR-100, 200, 300, 400, 500, and 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 Revered 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 programme 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. In the new four-year UG programmes rolled out in 2023-24, every programme has more than one SEC, and AEC courses formally categorized under these subheads. These are equivalent to vocational training courses at different levels. As mentioned earlier, these include programming skills, language speaking skills, music and many more. SSSIHL is also 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. This is part of many of the professional programmes 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 Prasanthi Nilayam. They also come and interact/train our students. Since all students attend many of the live performances at Prasanthi Nilayam 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 Nilayam 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 2023-24): 1) Indian and Chinese martial arts 2) Indian dance forms 3) Motor bike stunts 4) Chinese lion dance 5) Brass Band Instruments. As mentioned earlier in response to Q1, More than 30 hours of march-past training is provided by trained personnel from the Indian Army, to all students of all campuses for the annual sports and cultural meet. 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 those who are in need of it. 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, Team building.

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

The foundation for the Indian Knowledge System lies in its diverse ethnicities and cultures. Sri Sathya Sai Institute of Higher Learning is home to students from all regions of Bharath who carry with them their rich heritage of native cultural practices and beliefs. Hence, the education system here is designed to embrace diversity and accommodate the challenges that

come with it. 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. It is mandatory for the first-year students to earn six credits in the chosen "another language" which could be either Telugu, Kannada, Sanskrit or Hindi. They learn both linguistic and literary aspects of the language and are made capable of formal and informal fluent communication in that language. Care is taken in the choice of texts that are from different literary periods and across genres that highlight ancient Indian knowledge. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Indian language courses namely, Telugu, Hindi, Kannada and Sanskrit that are offered mandatory for two semesters for all undergraduate degrees are taught in the respective languages. Under special circumstances, English is also taught in the native tongue to those students from non-English boards at the school level. 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. Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) In accordance with the UGC mandate, Bharatiya Bhasha Diwas is celebrated on 11th December with intellectual and cultural fervour in the Institute. Apart from this, specific days dedicated to Sanskrit Diwas, Telugu Divasam and Hindi Diwas are also observed at the Institute. Students are encouraged to participate in the competitions and activities conducted on these occasions. ii. Indian ancient traditional knowledge Vedas, Puranas and Itihasas form the crux of ancient Bharatiya wisdom. All events, big or small, begin with the chanting of Vedic hymns, specific to the occasion, by the students and staff of the Institute. The students are widely and regularly exposed to Puranas and Itihasas through erudite lectures from experts in the field. The annual Summer Course on Indian Culture and Spirituality of the Institute is a unique occasion started by the Revered Founder Chancellor, Bhagwan Sri Sathya Sai Baba to integrate Science and modernist ideology with Spirituality and ancient cultural values of Bharath. During the course, the students listen to exponents on Vedic texts and scriptures of India, traditional practices and belief systems and their scientific significance. They also participate in panel discussions, cultural programmes that are in line with IKS. iii. Indian Arts The Institute always lays special emphasis on encouraging Indian art forms through regular practice, self-

reliance programmes and competitions. The Institute hosts Fine Arts clubs at its campuses that promote Indian art forms. Competitions are also held to encourage interest and practice of these art forms. iv. Indian Culture and traditions The Institute functions as a Modern Gurukula, a completely residential education system. The teachers and students share a unique relationship that goes beyond the knowledge imparted in the classrooms. This is typical of our ancient Bharatiya tradition where the guru and shishya learn and grow together towards a spiritual goal. The Institute celebrates all major Indian festivals at Prashanthi Nilayam with great zeal and devotion. Bhagwan Baba always motivated and supported this practice among His students, that keep them rooted in the inner spiritual significance of the festivals while celebrating with an extensive grandeur. Ethnic celebrations like Varalakshmi vratam and Sudasha Brat are observed and celebrated at the Women's campus at Anantapur. Also, saree, the Indian traditional attire, is the uniform worn by the women students in the classrooms. 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. As per the NEP curriculum the Institute has introduced a full-time degree programme namely, B.P.A. (Hons.) in Music and Minor Courses in Indian performing art forms like Carnatic Instrumental Veena, Carnatic Instrumental Mridangam, Hindustani Instrumental Tabla, Carnatic vocal and Hindustani vocal. A Value-added Course on Bharatanatyam is also offered to students desirous of learning the vibrant Indian classical dance form. All students are eligible to take a Minor course in one of the Indian languages offered at the Institute namely, Hindi, Telugu or Sanskrit.

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

Describe the institutional initiatives to transform its curriculum towards Outcome Based Education (OBE). As per NEP-2020, SSSIHL has started four-year UG programmes (FYUGP) from the academic year 2023-24. SSSIHL intends to make the curriculum of FYUGP outcome-based. SSSIHL has deployed a University Management System (UMS) from the academic year 2023-24, which includes an OBE module that will be leveraged in the near future towards implementing an OBE curriculum for the FYUGP. SSSIHL has encouraged two of its stakeholders (one teaching faculty and one non-teaching faculty), both of whom have been certified in an 8-week OBE course from SWAYAM, to create awareness about OBE among teaching faculty and administrators by organizing two

workshops on OBE. 2. Explain the efforts made by the institution to capture the Outcome Based Education in teaching and learning practices. SSSIHL is in the process of fully implementing an OBE based curriculum for its FYUGP. However, in its current curriculum, certain aspects of OBE like continuous internal assessment, developing and testing higher order cognitive skills (the question paper pattern emphasizes this), and avenues through extra-curricular activities for developing psychomotor and emotional aspects are already in place. Describe any good practice/s of the institution pertaining to the Outcome Based Education (OBE) in view of NEP-2020. In the academic year 2023-24, SSSIHL has organized two hands-on workshops on OBE, through which the academic departments and their respective faculty have been trained to write vision & mission of the department, Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). Preparation of the aforesaid items are underway in all departments. Once that is done, SSSIHL plans to organize subsequent workshops to train departments and their faculty on writing Course Outcomes (COs), mapping COs to POs, outcome attainment scores calculation and other aspects of OBE. Faculty members who have attended OBE-related Events: 1 Gayathri N. B December 2022 7 Day National Level Online Faculty Development Program on Outcome Based Education (OBE) in Computer Science Discipline Gayathri N. B 2 Jhinuk Gupta January 2023 7 Day National Level Online Faculty Development Program Outcome Based Education (OBE) 3 Aruna Kumar Behera March 2023 7 Day National Level Online Faculty Development Program Outcome Based Education (OBE) 4 Maitali Khanna May 2023 7 Day National Level Online Faculty Development Program Outcome Based Education (OBE) 5 Sayee Manohar Aug 2023 7 Day National Level Online Faculty Development Program OBE & Essential AI tools for Teachers 6 U Suma Aug 2023 Lecture Designing COs & Outcomes-focussed Questions 7 Rani P L Aug 2023 7 Day National Level Online Faculty Development Program ChatGPT & AI Tools for Educators, in-line with OBE 8 Sai Govardhan Jagadeeswaran Aug 2023 Lecture Designing COs & Outcomes-focussed Questions 9 S. Balasubramaniam Aug 2023 FDP Swayam Course on OBE 10 Dr. Kurma Rao Tyada October 2023 7 Day National Level Online Faculty Development Programme Curriculum framework in line with NEP 2020, OBE and AI Advancements

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	View File

1.2 10

Number of departments offering academic programmes

2.Student

2.1 1343

Number of students during the year

File Description	Documents
Data Template	View File

2.2 446

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 1324

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	View File

2.4 48

Number of revaluation applications during the year

3.Academic

3.1 945

Number of courses in all Programmes during the year

File Description	Documents
Data Template	View File

3.2 126

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.3 166

Number of sanctioned posts during the year

File Description	Documents
Data Template	View File

4.Institution

4.1 2552

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

File Description	Documents
Data Template	View File

4.2 350

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

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	25
File Description	Documents
Data Template	View File
1.2 Number of departments offering academic programmes	10
2.Student	
2.1 Number of students during the year	1343
File Description	Documents
Data Template	View File
2.2 Number of outgoing / final year students during the year:	446
File Description	Documents
Data Template	View File
2.3 Number of students appeared in the University examination during the year	1324
File Description	Documents
Data Template	View File
2.4 Number of revaluation applications during the year	48
3.Academic	
3.1	945

Number of courses in all Programmes during the year		
File Description		Documents
Data Template	View File	
3.2 Number of full time teachers during the year		126
File Description		Documents
Data Template	View File	
3.3 Number of sanctioned posts during the year		166
File Description		Documents
Data Template	View File	
4.Institution		
4.1 Number of eligible applications received for admissions to all the Programmes during the year		2552
File Description		Documents
Data Template	View File	
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		350
File Description		Documents
Data Template	View File	
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	1729
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: curricula rooted in regional, national, and global needs.
- The POs, PSOs, and COs reflect this relevance for all programs.
- 2023-24: Specially drafted NEP-2020UG programs with relevant electives, projects and field trips.
- NEP-2020 and guidance issued by UGC, AICTE, NCTE, 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, socio-economic, literary, and leadership skills.

- Each new 4-year BS program supports the local/regional/national/global needs through the SEC (skill enhancement courses) and AEC (Ability enhancement courses) and opens research pathways.
- 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, Values-centred Leadership, Peace Education, etc., cater to global needs.
- Local/global issues like solving malnutrition problems, wastewater treatment, and Medical Diagnostics are the focus of many research themes.

File Description	Documents
Upload relevant supporting document	View File

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

12

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

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

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

945

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

1.2 - Academic Flexibility

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

147

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

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

24

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

1.3 - Curriculum Enrichment

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

The modern Gurukula concept: Integral Education caters to self-development for life and academic excellence for a living, creating professionally sound, physically fit, emotionally balanced, socially responsible, and self-aware citizens.

- Bi-weekly Awareness Courses for all students, covering topics such as 'Work Culture, Ethics and Values,' 'Ethos and Values for the Changing World,' 'Unity of Religions,' and 'Fundamentals of Indian Culture.'
- Daily 20-minute Assembly Prayers and weekly one-hour moral/cultural classes mandatory for all: on ethical resolutions for real-life dilemmas, human values, sustainability, environmental awareness and more.
- Village service activities aligned with SDGs 1 to 5 and 13: Mandatory for staff and students.
- SDGs 4 and 10: SSSIHL provides quality education to all, regardless of caste, creed, or religion, completely free of charge.
- Adherence to SDG 3: 100% of students and staff are free from tobacco, drugs, and alcohol.
- Daily physical exercises and mandatory sports participation for all: Reflected in the student's CGPA (Degree certificate).
- 'Environmental Studies and Human Values' courses: compulsory part of all UG programs.
- Gender equity and sensitivity: Mega International Ladies Day attended by all the staff and students of all campuses, Women representation (HoDs, and enabler teams), Gender-specific courses like 'Gender, School and Society', introduced in different programs.

File Description	Documents
Upload relevant supporting document	View File

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

54

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

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

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

213

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

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

725

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

1.4 - Feedback System

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

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

816

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

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

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

547

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

2.2 - Catering to Student Diversity

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

The institution employs a robust system for assessing and

enhancing student learning. At the entry level, a diagnostic test and interview is conducted for admissions to evaluate the foundational knowledge of students.

Continuous assessment is maintained by conducting at least three Continuous Internal Evaluations (CIEs) per semester, supplemented by one or more assignments. Students involve in various academic activities such as seminar presentations, webinars, participating in quizzes and group discussions, co-authoring research articles with faculty.

Advanced learners receive guidance from the concerned faculty to delve into advanced subjects by selecting electives related to research within their specific programme or course to provide exposure to advanced topics.

Slow learners are closely monitored and guided by faculty in the residential setup through remedial classes and by grouping and pairing with mentors and peers.

Faculty, HoDs, and Directors engage in one-on-one interactions with slow learners after both mid-semester and end-semester examinations to identify and address their specific challenges. Simultaneously, they encourage advanced learners to strive for the gold medal, motivating them to achieve academic excellence.

Additionally, class teachers regularly collect feedback from students to identify and address any learning challenges, ensuring they receive the extra support needed to overcome their drawbacks.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://sssihleduin.sharepoint.com/:b:/s/NAAC/EdEJPokDdgxKgye4Eq99-_YBXoH1Cp1p_R4AzU0P2IDX6A?e=HegfOj

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1343	126

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The Department of Languages and Literature in English visited a school forHearing-Impaired as part of a dissertation focused on developing sign language for the hearing-impaired community. Group discussions and seminars were organized for participative learning.

The Department of Food and Nutritional Sciences provides students with practical training in culinary skills, including fruit and vegetable carving and preparation of baked products.

The Department of Humanities and Social Sciences raised voter awareness among youth on National Voters' Day through a skit and group discussion.Students also discussed narco-terrorism, air pollution, disease control etc.

The Department of Education provides practice teaching to students where they apply teaching theory, develop their skills, and better prepare for actual teaching roles.

Students from the Department of Performing Arts regularly perform at the Sai Kulwant Hall, gaining valuable experience in performing before large audiences and during special occasions and festivals.

Students from the Science departments engage in problem-solving assignments & quizzes, conduct experiments in laboratories equipped with high-end instruments and simulators to deepen their understanding of the concepts learned.

Students of management undertake brochure and poster presentations, case studies on various subjects, industry visits, and group discussions that encourage critical thinking and exploration of diverse perspectives.

File Description	Documents
Upload relevant supporting document	View File

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

The institute extensively uses an LMS to manage and deliver course content, assignments, quizzes, and other academic resources. LMS serves as a central hub for students and faculty, enabling efficient communication, resource sharing, and progress tracking. Classrooms and laboratories are well equipped with projectors which enable interactive and dynamic presentations to students. Online workshops, guest lectures, and videoconferencing are conducted via platforms like Google Meet, Webex, and Microsoft Teams, connecting students with global experts. Digital notepads are utilized for smooth writing and annotation during lectures and presentations.

The Department of Mathematics and Computer Science enriches student learning by utilizing specialized software such as Sage Math, GeoGebra, and Code Tantra.

The institute's library system is fully automated using Koha 20.5 software, which ensures efficient management and seamless operations. The Koha system has been implemented across all four campuses of the institute, ensuring a consistent and streamlined library experience for all students and staff. The software can be accessed from anywhere in the four campuses.

ICT tools collectively contribute to a modern, interactive, and student-centred educational environment ensuring that students are well-equipped with the skills and knowledge necessary for success in an increasingly digital world.

File Description	Documents
Upload relevant supporting document	View File

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

2.3.3.1 - Number of mentors

133

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

126

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

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

76

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

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

2.4.3.1 - Total experience of full-time teachers

1466

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

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

4

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

2.5 - Evaluation Process and Reforms

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

32.5

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

32.5

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

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

48

File Description	Documents
Upload relevant supporting document	View File

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

In 2023, the Institute procured a University Management System (UMS) from M/s CAMU for the Examination Section on a trial basis.

IT Integration:

The Institute launched its' in-house developed Learning Management System (LMS) based on the Moodle platform which facilitates 100% automation. The link for EMS is <https://exam.sssihl.edu.in/login/index.php>.

LMS has a quiz-based system with 16 types of objective type questions and conducting paper and pen-based examinations using its assignment module.

End Semester Examinations:

IT Protocol was designed for online Question Paper Scrutiny Board.

The online examination portal has features like Safe Examination Browser (SEB) and Fully Examination Kiosk (FEK).

The process of admission hall tickets for admissions is completely online.

Examination Reforms (2023-24):

Results of the End Semester Examinations were released within 18 days from the last date of the Examination for the April 2024 End Semester Examinations.

The Institute LMS portal was used to share grade card details with each student in a secure and confidential manner within 3-4 days of declaration of results.

Several security features including barcoding were added in the Institute degree certificates to strengthen their integrity further.

File Description	Documents
Upload relevant supporting document	View File

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

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

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

2.6 - Student Performance and Learning Outcomes

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

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

File Description	Documents
Upload relevant supporting document	View File

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

In the academic year 2023-24, SSSIHL has organized two hands-on workshops on OBE, through which the academic departments and their respective faculty have been trained to write vision & mission of the department, programme educational objectives (PEOs), programme outcomes (POs) and programme specific outcomes (PSOs). Preparation of the aforesaid items is underway in all departments. Once that is done, SSSIHL plans to organize subsequent workshops to train departments and their faculty on writing course outcomes (COs), mapping COs to POs, outcome attainment calculation and other aspects of OBE

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

430

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

2.7 - Student Satisfaction Survey

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

https://sssihleduin.sharepoint.com/:b:/s/NAAC/EZh7BkpUrWJIj0z57fokczkBad_b0bIwNULqKMiS0HUA7A?e=OjIrmW

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- <https://www.sssihl.edu.in/wp-content/uploads/2021/01/3.1.1-Policy-for-Promotion-of-Research-SSSIHL.pdf>

In the academic year 2023-24, the following Research facilities have been upgraded.

The Department of Biosciences has commissioned the facility for elucidating host-pathogen interaction.

The Department of Mathematics and Computer Science has established the Centre for Excellence in Mathematical Biology and Centre for Excellence in Actuarial Data Science (CADS). The department procured an AUK workstation along with NVIDIA GPU cards.

Department of Management and Commerce has procured IBM SPSS Statistics Base 29.0, containing SPSS regression Module and SPSS advanced statistics Module. MAXQDA Academia (2-year-license) Student License has been purchased.

In the Central Research Instruments Facility, Zebrafish facility is being established and Drosophila facility has been established. Equipment is procured for generating transgenic animals by employing microinjection of embryos. Microwave Synthesizer (Benchtop, open vessel) has been procured and installed to enhance the synthetic capabilities.

At Central Research Laboratories, the existing facility, High-Performance Liquid Chromatography (HPLC) was made functional and upgraded .

File Description	Documents
Upload relevant supporting document	View File

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

71

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

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

9

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

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

9

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

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

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

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

0

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

3.2 - Resource Mobilization for Research

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

219

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

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

289

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

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

15

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

3.3 - Innovation Ecosystem

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

Institute's Innovation Council (IIC) at SSSIHL was established on 8th March 2023.

The IIC has been actively organizing various events and activities to promote entrepreneurship among the students.

On 15th (Friday) December 2023 as part of fostering Innovation, the Department of Management and Commerce (DMC) at Muddenahalli Campus organized skill development workshop on Entrepreneurship and Innovation, followed by a visit to JK Brands & Solutions, Rose garden, Neelasandra, Bangalore on 16th December 2023.

DMC conducted a three day Entrepreneurship development program by inviting entrepreneurs to interact with students in March 2024.

The IIC-SSSIHL organized the following events.

16.11.2023: Introductory Workshop for the XI and XII class students of Sri Sathya Sai Higher Secondary School (SSSHSS) Girls' Wing featuring Dr. Swetha Thiruchanuru, Assistant Professor of Management, Dr. Ramya, Assistant Professor of Biosciences, SSSIHL Anantapur Campus as speakers.

16.12.2023: "Manthan: Innovation Hackathon 2023" was organized for all four campuses.

16.01.2024: National Start-up day celebrations were conducted.

16.03.2024: Workshop on "Inspire to Innovate: Cultivating Creative Solutions"-Session-I".

30.03.2024: Workshop on "Inspire to Innovate: Cultivating Creative Solutions"-Session-II".

File Description	Documents
Upload relevant supporting document	View File

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

13

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

13

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

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

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

20

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

3.4 - Research Publications and Awards

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

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

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

A. All of the above

3.Plagiarism check	
4.Research Advisory Committee	

File Description	Documents
Upload relevant supporting document	View File

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

D. Any 1 of the above

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

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

1

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

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

14

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

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

during the year

184

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

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

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

37

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

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

D. Any 2 of the above

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

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

Scopus	Web of Science
2.51	2.58

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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

Scopus	Web of Science
10	8

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

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

SSSIHL permits three categories of consultancy:

Advisory Consultancy, Research Consultancy and General Consultancy.

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

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

a) Sponsored Research -fully funded by the Collaborating Institute which can include both technical services and research projects with specific aims and objectives. While technical services do not necessarily generate IP, the research projects can possibly generate IP. SSSIHL and the collaborating

Institute/Industry will make necessary arrangements 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	View File

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

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

25.15

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

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

On 17th November 2023, the students and faculty from Department of Chemistry, SSSIHL, PSN visited a government school in Naremmanahalli, near the city of Muddenahali in Karnataka, for the Sri Sathya Sai Grama Seva program and interacted with their students.

To increase the scientific fervor in the minds of young students, some of the experiments from the prescribed text books were demonstrated to the students, who observed with great

attention and enthusiasm, exclaiming with joy whenever there was a color change, an ignition or any other interesting observation.

A Similar activity was carried out at the Government elementary school in Narsimpalli where the young minds were exposed to experiments in science.

On 22nd August 2023, as part of the community engagement plan of the Brindavan campus, selected students of the campus were involved in community engagement in terms of cleaning a pathway in between the college and the hostel complexes which is an important road used by all local people around the campus. The place was filled with plant growth and plastic waste.

The students of the BRN campus undertook extension activities involving cleaning up of a neighborhood area, a bus stop near their campus and areas surrounding the campus.

File Description	Documents
Upload relevant supporting document	View File

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

100

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

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)

8

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

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

235

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

3.7 - Collaboration

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

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

37

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

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

9

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

For the academic year 2023-2024, the institution continues to maintain state-of-the-art teaching and learning infrastructure across all its campuses. A total of 104 classrooms are available which are fully integrated with modern teaching tools, including LCD projectors, network connections, and whiteboards, ensuring an interactive and immersive learning environment.

Each department also has well-equipped laboratories that are tailored to specific academic disciplines. There are around 25 different computer labs across the Institute having 865 computers for student use maintaining a favourable student-to-computer ratio of 1.52 : 1.

The institution also houses the Central Research Instruments Facility (CRIF) and the Central Research Laboratory (CRL), providing access to advanced research facilities for faculty and students. The technological infrastructure remains robust, with 1Gbps internet connectivity via the National Knowledge Network (NKN), supported by a secure network of NAS servers and VPNs for both academic and research purposes.

The Language Lab at the Department of Languages and Literature continues to enhance learning and the Multimedia Learning Centers (3 no's) further offer Audio/Video Conferencing facilities, promoting real-time collaboration and active participation in learning.

File Description	Documents
Upload relevant supporting document	View File

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

The institution emphasizes holistic development by providing a wide range of facilities for cultural activities, sports, and yoga across its campuses.

Sri Sathya Sai International Centre for Sports among the largest open-frame indoor stadiums in India spans an impressive 100m x 60m, housed on a 4.8-acre site, with a seating capacity for 4,000 spectators. This stadium is equipped to host a variety of sports, including basketball, volleyball, tennis, squash, table tennis, badminton, gymnastics, and yoga/aerobics.

The Sri Sathya Sai Hill View Stadium with a seating capacity of 25,000 spectators, hosts the annual Sports and Cultural Meet of all Sri Sathya Sai Educational Institutions. This venue serves as a dynamic space for showcasing both athletic and cultural talents in addition to Cricket and Football games.

The campuses are equipped with auditoriums equipped with advanced sound and lighting systems and can accommodate 900 individuals each, providing ample space for various cultural and academic events.

For students interested in outdoor sports, the campuses have dedicated courts for:

- Kho-Kho

- Basketball

- Tennis

- Badminton

- Volleyball

- Throw Ball

- Ball Badminton

- **Tennikoit**

Physical fitness is further encouraged through the well-equipped gymnasiums. These facilities ensure students have access to recreational and fitness activities that promote a healthy lifestyle.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

The institution is deeply committed to providing a nurturing and safe environment for both students and staff. Various general facilities have been put in place to ensure the well-being and convenience of all residents on campus.

Inclusive and barrier-free environment to ensure accessibility for individuals with physical challenges.

RO plants that provide safe drinking water across all campuses.

Enhanced security through the installation of CCTV cameras and continuous surveillance.

Comprehensive Hostel facilities like carpentry and plumbing services, audio-visual facilities, dietary services, cooperative societies and arts & crafts for creative expression and community engagement of students.

Women's sanitation is encouraged by installing sanitary napkin vending machines and incinerators in key areas.

Fire safety equipment are installed, which are compliant with the guidelines from the Disaster Response and Fire Services departments of the state.

Healthcare services are provided free of cost to students and staff through access to general and super-specialty hospitals.

Cultural and educational enrichment is fostered through two Museums and a Space Theatre.

Daily Amenities: The campuses are self-sufficient with

facilities such as banking services, shopping centers, canteens and a bakery.

The campus infrastructure features well-lit and well-paved roads and covered parking spaces for staff vehicles.

File Description	Documents
Upload relevant supporting document	View File

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

515

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

4.2 - Library as a Learning Resource

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

Name of the ILMS software- Koha

Nature of automation- Full

Version- 21.11

Year of automation- 2010

The Central Library and the three off-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. All the books are Barcoded, spine-labelled for smooth transactions. The book transactions are carried out with the help of a barcode scanner/reader.

The institute libraries have subscribed to the EBSCO Business Source Premier, Capitaline AWS, Turnitin, and electronic journal databases under e-ShodhSindhu (INFLIBNET) providing access to full-text research articles and sector-specific reports in different disciplines accessed through institute online IPs.

On-line Public Access Catalogue (OPAC) can be accessed on an intranet to search all the bibliographic records available in the libraries. The OPAC can be searched by author, title, subject and keywords, etc. The OPAC also provides information about library working hours, e-resources, and the new arrivals of the books in the library. The OPAC can be accessed at: <http://library.sssihl.edu.in/cgi-bin/koha/opac-search.pl>

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

73.5

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

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

293

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

117

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

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

The institution 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 2023-24 IT budget highlights proactive investment in technology infrastructure. Budgetary allocation reflects careful consideration of evolving technological requirements, enabling adaptation and scaling of IT facilities.

Wi-Fi facility is available across all campuses of 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	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1343	806

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

- 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

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

562

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

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

All infrastructure at SSSIHL is maintained responsibly through the collective effort and conscious use by faculty and students. Some regular practices adopted in this regard are:

- **Inventory, Stock Registers & Log Books**
- **Utility Registers**
- **Periodic Checks**
- **Annual Maintenance Contracts**

- Maintenance managers & teams
- Annual physical stock verification
- Recurring & non-recurring budget

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

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

1343

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

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

472

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

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

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

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

5.2 - Student Progression

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

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

50

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

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

154

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

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

204

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

5.3 - Student Participation and Activities

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

1

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

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 like Anti-ragging committee, Internal Complaints Cell, Gender Sensitization Cell, Internal Quality

Assurance Cell etc. The 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 emphasises 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	View File

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

207

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

5.4 - Alumni Engagement

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

The university has a registered Alumni association titled 'Sri Sathya Sai Students Alumni Association'. Its website can be accessed-Sri Sathya Sai Students

The unique integral system of education at SSSIHL, a modern

Gurukula, creates a lifelong bond of love between students and the University.

Alumni play a vital role through the following:

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

Guest lectures and workshops: Alumni experts delivered lectures and workshops sharing industry insights and practical knowledge.

Project and research support: Alumni provided technical support and mentorship to students working on dissertations and mini-projects like 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 by sharing industry perspectives and suggesting updates.

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	View File

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

In line with the vision and mission of SSSIHL towards developing students who are professionally sound, socially responsible and spiritually aware, following activities were taken up during the year 2023-24:

- Introduction of new and competitive programmes based on NEP-2020
- Setting up of Centers of Excellence in Actuarial Data Science and Mathematical Biology
- Recalibration of research culture in the Institute by giving thrust on the three broad areas of Health, Energy and Environment
- Upgradation of IT infrastructure and making the campuses 100% Wi-fi enabled
- Initiation of a new extension activity where the students of science departments visited nearby village schools to popularize science by demonstrating interesting experiments to the village school children
- Formulated a novel AAA comprising designing questionnaires, analysis, campus visits and action taken report
- Sanction of Article Publishing Charges (APC) for faculty to publish in open access journals.

- Sanction of amount for travel of faculty members for presenting in top international conferences once in 5 years and top national conferences once in 3 years
- Setting up of Institution Innovation Council (IIC)
- First time ever declaration of end-semester examination results in 18 days
- Initiation of implementation of OBE for 4-year UG programmes

File Description	Documents
Upload relevant supporting document	View File

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

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

Various practices and initiatives undertaken in 2023-24 are the following:

- Appointment of Dean of Academic Affairs and Dean of Student Welfare
- Design of new and improved Career Advancement Scheme (CAS) for teaching faculty in line with Values-based integral education system at SSSIHL
- Reviving the leadership team meetings comprising all Deans, Directors of the campuses, Heads of the Departments, Wardens and the top management for participative decision making

- Forming teams comprising faculty members of the Institute to deliberate different enablers of the Institute Development Plan (IDP) to chalk out the 10-year roadmap of the Institute.
- Implementation of the ERP software
- Decentralization of the admissions process

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Interdisciplinary research- Reflecting the Institute's focus on interdisciplinary research for societal benefit, two Centers of Excellence were established, each dedicated to advancing research in pivotal fields:

1. The Center of Excellence for Actuarial Data Science (CADS) focuses on leveraging data science to address complex actuarial problems.
1. The Center for Excellence in Mathematical Biology (CEMB) is dedicated to exploring the intersection of mathematics and biology.

Upgradation of IT infrastructure- Based on the objective of providing state-of-the-art infrastructure to the students of the Institute, upgradation of IT infrastructure and making all the campuses fully Wi-fi enabled was carried out in 2023-24.

File Description	Documents
Upload relevant supporting document	View File

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 institute's organizational structure is clearly defined, with each department and unit having distinct roles and responsibilities.

Appointment and service rules are transparent, merit-based, and aligned with UGC Regulations, ensuring the selection of the best candidates. Notification of the vacancy is published at: <https://www.sssihl.edu.in/resources/recruitment/>

A robust policy framework, compliant with regulations and guidelines from statutory bodies like UGC and AICTE, governs the institute's academic, administrative, and financial functions.

Regular meetings of institutional bodies, including the Board of Management, Academic Council, Finance Committee, and Student Grievance Redressal Committee, facilitate timely and effective decision-making.

The effective functioning of the institutional bodies was demonstrated in revamping the existing Career Advancement Scheme (CAS) for promotion of teachers taking into consideration the research track, teaching track and administrative track with a provision for fast-track promotion in case of exceptional performance.

File Description	Documents
Upload relevant supporting document	View File

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

<p>6.2.3.1 - e-governance is implemented covering following areas of operation</p> <p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p>	<p>A. All of the above</p>
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

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

Career Advancement Scheme (CAS) for promotion of teaching faculty has been revised for implementation from the Academic year 2024-25.

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
- Promotions and Career Advancement are regularly undertaken.
- Group insurance scheme for all employees.
- Need based Transportation facility
- Internal Academic and Administrative Audit every year

Welfare measures for women:

- Maternity leave as per UGC guidelines

Sanitary pads vending machines and incinerators in the college

and hostels

- Safe and secure work environment and transport facility
- Access to gynecologist who visits the hostel on a regular basis

File Description	Documents
Upload relevant supporting document	View File

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

26

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

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

7

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

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)

100

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

6.4 - Financial Management and Resource Mobilization

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

SSSIHL 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 from the parent trust Sri Sathya Sai Central Trust and interest income from corpus fund.

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 etc.
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 Institutions, 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	View File

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

13.2

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

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

369

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

6.4.4 - Institution conducts internal and external financial audits regularly

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 who

areappointed annually by the Board of Management.

After conclusion of Internal Audit, Auditors submit their report to Management. Management submits the internal audit report to Statutory auditors along with the compliances. The statutory auditors performthe 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	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

SSSIHL-IQAC as a part of its quality initiative, conducted a 7-day Training Programme on the NAAC's Quality Indicator Framework (QIF) between 25th July and 4th August 2023, for the newly reconstituted IQAC team and the NAAC Criteria-Specific Steering Teams.

A NAAC Accreditation Review Workshop was organized by SSSIHL-IQAC for all the faculty members during 22-23 June 2024. Mr. Naresh Trikha, an accreditation consultant, presented the revised Binary Accreditation system of NAAC.

A Faculty Performance Review was carried out with the help of a 30-question survey for the period 1st July 2023 to 30th April 2024 as part of the academic audit of departments for the NAAC quantitative metrics.

First workshop on OBE- "Overview of OBE " was organized on4th July 2023, for OBE implementation coordinators of the departments and second Episode titled "PEOs, POs, PSOs, and Curriculum Mapping, was organized on19th August 2023, for the same set of select representatives by our in-house experts of IQAC.

SSSIHL-IQAC organized a hands-on upskilling Workshop in Basic and Advanced Excel tools for non-teaching staff covering topics such as Basic skills, VLookup, IF and SUMIF functions, Pivot

Table, etc.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

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

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

In order to explore new pedagogy and new CIE and ESE patterns for the NEP programmes, a pilot study was initiated by the Department of Management and Commerce for their 4 years B.Com.(Hons.) and B.B.A.(Hons.) programmes from July 2023.

To benefit students from taking courseson the SWAYAM platform, SSSIHL policy for credit transfer from SWAYAM courses was adopted in the Academic Council in December 2023.

To recognize good academic performance, Top Academic Performance (TAP) prizes were given to top performers (incentivizing the outcomes) and Top Academic Improvement (TAI) prizes were given to the hard workers who secured a significant jump in GPA from one semester to the other (incentivizing the process).

As part of quality in the evaluation process and learning outcomes, the weightage of Continuous Internal Evaluation (CIE) to End Semester Evaluation (ESE) was reviewed and modified based

on inputs from various stakeholders, to be implemented from the AY: 2024-25.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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 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.

The Institute regularly celebrates International Women's day and workshops to sensitize the importance of gender equity. A specific workshop to sensitize women in Safety and Gender Laws was conducted at the women's campus.

At the Institute, at the behest of the Revered Founder Chancellor, the 19th of November is celebrated as Ladies Day with the objective of honouring the contributions of women to the society and empowering them in all spheres of life.

Ladies Day Morning Session

Ladies Day Evening Session

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://sssihleduin.sharepoint.com/:b:/s/NAAC/EWAWu6kCowBPiPWFhSw6P08BzfJSq-ST7ObZt7FWobjqkw?e=1ScxXX
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://sssihleduin.sharepoint.com/:b:/s/NAAC/EWAWu6kCowBPiPWFhSw6P08BzfJSq-ST7ObZt7FWobjqkw?e=1ScxXX

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
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File Description	Documents
Upload relevant supporting document	View File

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

Solid dry waste: Kitchen waste, dry natural waste like leaves are composted and used as manure.

Biological waste: Incinerated and safely disposed through government-approved vendors in collaboration with Sri Sathya Sai Institute of Higher Medical Sciences. Wherever applicable, it is autoclaved and decontaminated before sending for incineration.

Laboratory waste: Disposed of by M/s. Sriven Environ 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 charcoaland filters.

Organic waste: Segregated into aqueous-based waste, halogenated and nonhalogenated solvents, stored separately and then handed over to an authorized recycler.

Inorganic waste: Neutralized and then disposed of.

E-waste: Institute disposes of e-waste in a responsible manner via a vendor authorised by APPCB

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	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered**

<p>vehicles</p> <p>3. Pedestrian-friendly pathways</p> <p>4. Ban on use of plastic</p> <p>5. Landscaping</p>	
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File Description	Documents
Upload relevant supporting document	View File

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

<p>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

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

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

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

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

The hostels in our residential campuses offer pan-India cuisines to cater to the tastes of students from different states of India. Further, during celebrations of regional festivals, like Rath Yatra of Odisha, Durga Pooja of West Bengal, Onam of Kerala, cooks of the respective regions are invited to cook region-specific delicacies

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

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

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

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations:

values, rights, duties and responsibilities of citizens:

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

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

Our Founder Chancellor, Bhagawan Sri Sathya Sai Baba always stressed responsibility 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.

As part of the "Mera Pehla Vote" 2024 initiative of the Ministry of Education and Ministry of Information and Broadcasting, a series of events were organized to create voter awareness for first-time voters at the Sri Sathya Sai Institute of Higher Learning. The 14th National Voters Day was observed on 25/01/2024.

Link- <https://www.sssihl.edu.in/merapehlavotedeshkeliye2024/>

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

All of the above

File Description	Documents
Upload relevant supporting document	View File

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

and festivals

Sri Sathya Sai Institute of Higher Learning celebrates all the important national and international festivals in their true spirit.

On these occasions, students and staff organize a variety of events including student talks, talks by eminent speakers and participation in different events by students like quizzes, essays, painting, drama presentations, exhibition etc.

This helps in sensitizing students to the rich culture and heritage of Bharat.

The different events celebrated have been enclosed as proofs for reference.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

Quick and timely declaration of results, within 20 days, is to support students' emotional well-being and academic progression and allow faculty members to assess their teaching effectiveness.

SSSIHL has 4 campuses located in 4 different geographical regions. Many academic programmes are offered in more than one campus. Therefore, answer scripts from campuses are to be transported physically to the campus where the examiner resides. Cases of joint evaluation also calls for physical transport of answer scripts from one campus to the other.

This resulted in loss of valuable time. To resolve this issue, high speed scanners were procured. All answer scripts were scanned and pdf files were shared confidentially via Google drive.

Consequently, the entire evaluation process time was cut down by more than 50%. In the April 2024 Examinations, results of all academic programmes were published within 18 days from the last date on which the examinations were held.

Jumping from a time period of 50 to 60 days for declaration of the results of all academic programmes at SSSIHL to just 18 days was not a smooth journey. Faculty had to be trained in evaluation of answer scripts using scanned version of the scripts.

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)

Values-based integral education is the core focus of SSSIHL. The objective has always been to extend the benefit of such unique education to as many students as possible.

In line with this, 3 new academic programmes: B.S.(Hons.) in Actuarial Data Science, B.S.(Hons.) in AI and Computational Biology and B.S.(Hons.) in Mathematical Sciences and Computing are being introduced, and have attracted large number of applicants.

Also, Center of Excellence for Actuarial Data Science (CADS) and Center of Excellence in Mathematical Biology (CEMB) have been setup to attract potential researchers to conduct research in these cutting-edge areas. In 2023, SSSIHL was awarded Gold Level Recognition by Casualty Actuarial Society (CAS), making it the sole university in India to achieve such an honour.

The Center of Sri Sathya Sai Studies is another Center in the pipeline that proposes to conduct rigorous scholarly research to explore Sathya Sai Baba's teachings and their impact on individuals and society, conduct comprehensive studies to measure the impact of Baba's ongoing projects in educare and provide evidence-based insights for programme improvement and expansion.

SSSIHL has also begun an impact study to evaluate the impact of the Values-based integral education offered by SSSIHL over the last 5 decades.

7.3.2 - Plan of action for the next academic year

- Developing and drafting the Institute Development Plan (IDP)

- Quality reforms in the Examination Evaluation Policies, like review of the CIE to ESE weightages, etc.
- Top Academic Performance (TAP) and Top Academic Improvement (TAI) prizes for students to motivate and enhance academic performance
- Production of Student Impact Videos by the SSSIHL Public Outreach Committee for enhancing admission enrolments
- Revision of the MOA as per UGC Guidelines
- Proposal to conduct NAAC Accreditation Review Workshop to create awareness of the proposed Binary Accreditation System
- Proposal to shift all Science programmes to Prasanthi Nilayam campus and all Management and Commerce programmes to Brindavan Campus to bring in more synergy with better homogeneity and focus
- Proposal to implement New Pay Scales - 7th CPC for Teaching Faculty and 10th PRC-AP for Non-Teaching Staff
- Proposal to implement Revised Fellowship for Doctoral Research Scholars and Post-Doctoral Fellows
- Proposal to set up Smart Classrooms in all campuses and make all Campuses fully WiFi enabled
- Upskilling Workshops for Non-teaching Staff