



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION**

**SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION, B.H.ROAD,  
AGALAKOTE.**

**572107**

**[www.sahe.in](http://www.sahe.in)**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Sri Siddhartha Academy of Higher Education**, (*Declared as Deemed to be University U/S 3 of the UGC Act, 1956*) Tumkur, was established vide MHRD GOI No. F.9-31/2006-U.3 (A) dated: 30/05/2008 of Govt. of India. The Academy started functioning w.e.f. 01/06/2008. Sri Siddhartha Medical College and Sri Siddhartha Dental College have been functioning as constituent colleges of Sri Siddhartha Academy of Higher Education since 01/06/2008. Further as per Govt. of India notification vide No. F.9-31/2006-U.3(A) Dtd. 16/12/2008, the UGC in exercise of the powers conferred by Section 3 of the UGC Act, 1956, included Sri Siddhartha Institute of Technology, Maralur, Tumkur, as an off-campus constituent institution of Sri Siddhartha Academy of Higher Education, Tumkur with effect from 06/03/2009.

**Sri Siddhartha Education Society**, the sponsoring agency, was established in the year 1959 with the sole objective of imparting education and knowledge to everyone, in general and to rural folks, in particular. With the vision of “Reach the Unreached” the society was established by veteran freedom fighter Dr. Sri. H.M. Gangadharaiyah, when poor and backward class of people had no access to the education and knowledge.

**Providing health care** to patients and families living in rural India: keeping in view of growing shortage of Doctors and Health care facilities in rural areas, Sri Siddhartha Academy of Higher Education established a new medical college, Sri Siddhartha Institute of Medical Sciences and Research Centre at T. Begur, Nelamangala Taluk, Bangalore Rural District on 24/05/2019, vide letter No. MCI-34(41)(E-22)/2019-Med/117067 dated: 24/05/2019, in pursuit of offering quality medical education with a sincere commitment to holistic patient care.

**NAAC Accreditation:** University is accredited with ‘A’ Grade by NAAC in 2015. Sri Siddhartha Academy of Higher Education is situated in Tumkur, a picturesque town, 70 KM from Bangalore on Bangalore Honnavara National Highway No.206. The Institute is located 6 KM from Tumkur Bus/ Railway Station. The Climatic condition is pleasant & comfortable throughout the year. The campus is completely pollution free. Tumkur is emerging as a knowledge centre and houses premier professional educational institutions. Tumkur is just over an hour and a half drive from Bangalore Airport by road.

### Vision

The Vision of the Sri Siddhartha Academy of Higher Education is to “REACH THE UNREACHED” in the field of Education, Health Care and Social Empowerment by providing the sense of creativity, talent and knowledge to young mimosas in the blooming garden in the field of medicine. We are here; to provide an environment of high academic ambience; to mould young minds and make them capable of welcoming future with vigor and stability; to crave technically competent, confident and socially responsible engineers; and to achieve excellence in science and art of density through education, research and service.

The University aims to serve the nation through high quality teaching and research to produce competent, skilled and sensitive human resource that would generate enriched environment for human kind in an all encompassing manner.

It endeavors resolutely to pursue the goals of sculpting talent and intellectual capital of young minds, irrespective of class, creed, economy, region or religion, by providing high quality education through teaching and research to hone their talent and abilities and to shape them into extraordinary professionals and fellows for the nation and humanity.

## **Mission**

- Providing a congenial ambience for learning and creativity in young minds.
- Providing high quality education and prepare the student to be citizens of the world, proficient in their respective field and to respond to the needs of the society in which they live.
- Providing research and public service activities relevant to the needs of the society.
- Training the student to be morally responsible to the community and serve humanity to their utmost ability.
- Promoting own capacity to manage and develop the institution as possible
- Imparting fundamental knowledge in science and technology.
- Creating conducive ambience for better learning and to bring out creativity in the students.
- Instill managerial, entrepreneurial and soft skills.
- Evolving as trusted destination for quality technical education.
- Contributing positively to meet the societal needs.
- Inculcating a sprit of enquiry ,make learning perceptive and rational.
- Producing research papers in all fields of medical sciences, worthy of being published by National & International Journals.
- Providing all facilities for the pursuit of medical knowledge, relevant to the needs of contemporary society.
- Providing best possible care for the patients and community at large.
- Providing comprehensive and quality education with ethical values.
- Providing amiable environment, facilities and encouragement for research
- To encourage multidisciplinary learning and research in cutting edge and niche areas.
- To provide access to education for empowering the underprivileged and socially disadvantaged sections of society.
- To develop Extra-mural studies, extension services, and other measures for the promotion of life-long learning.

Thus we have been a driving force towards improving the health of the citizens of Tumkur district by developing and promoting oral health care policies addressing the needs of society. We are committed to provide patient centered oral health care and define new standards for dental education.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

All the three colleges are constituent units, offering programs that are approved / recognized by the respective national regulatory bodies. All the colleges are the post-graduate institutes. The engineering college is autonomous and follows outcome based education and many departments in it are accredited by National Board of Accreditation, The College is selected by MHRD and World Bank for financial assistance of Rs. 16 Crores as part of Technical Education Quality Improvement Project and has availed grants successfully to improve

quality in various perspectives of the teaching learning process.

University has a systematic process for curriculum design, value added courses and enrichment courses are provided to the learner. The design process considers feedback from different stakeholders, employability and global competences. The university system has good academic flexibility, provides excellent options for the learner to choose from a spectrum of healthcare professional and engineering programs. Students' enrollment and the admission procedures are transparent. The teaching learning process incorporates innovative learning experiences, including experiential learning, self directed learning, using ICT and new technologies for learning.

The excellent quality of teachers, faculty development activities and conferences, identifies the different category of students, catering to the diverse needs, bridge courses, mentorship and counseling, good evaluation with a mechanism to assess the learning outcomes, good research facilities and promotion activities, seed money, sabbatical leave, voluminous publications are a few strengths. The constituent colleges conduct intense extension activities including social responsibility activities, collaborations with State Government adapting the districts to provide services.

Student support facilities, insurance scheme, scholarships, book bank, mentorship, counseling, parent teacher meet, alumni association, students council, strong support for cultural, sports and co-curricular activities, recognition and cash incentives for students for good academic performance, etc. Clarity of vision and mission, the organization structure, the IQAC, participation of stakeholders on committees are the leadership strengths. Students in staff welfare measures, recruitment committee, faculty retention policy, self performance appraisals of faculties are also a few strengths. Environment friendly campus with good number of tree plantations, conservation of energy, hazard waste management, infection and radiation control are strengths that make the institution recognizable.

### **Institutional Weakness**

- Offering joint degrees with national and international universities and research organizations is not possible due to existing regulations.
- There are limitations of national funding for private organizations for nurturing advanced research.
- Due to prevailing conditions and regulations of UGC/MHRD, the scope for diversifications and starting of programme in other disciplines is limited.
- There is restriction on the international diversity of the students and faculty to compete globally for international rankings.
- The deemed-to-be universities are at a disadvantage while implementing any progressive reforms mainly due to the absence of cohesiveness between the central regulatory bodies such as UGC/AICTE and the State Government.
- Portability of credit transfer from universities abroad is limited due to the restrictions and governing regulations laid down by the regulatory councils.

### **Institutional Opportunity**

There are continuous and ongoing efforts to improve the overall status of Health Care, Education and Research. The University is known for its innovative projects in teaching and learning. It is known as a pioneer institution, not only in the State but also in the Country, in terms of implementation of highly innovative and

effective methodologies in Teaching, Learning and Research.

SSAHE is a unique institution catering to Technical, Medical and Dental education in this part of the State, mostly to the rural mass, who are relatively very poor and belong to highly oppressed sections of the society. This is thought of very well by the founder fathers of the management as an opportunity to *reach the unreached* in fulfilling the societal obligations in line with the set forth goals, vision and mission of the Academy.

Identifying new areas of teaching learning and research SSAHE has tremendous potential to enhance interdisciplinary, application-oriented programmes and research. Also, critical areas of scholarship with high social relevance like Medicine discipline, and engineering and technology.

**Academy Alumni Connect:** SSAHE has produced several alumni who have made a name in national and international arenas in diverse professional disciplines including Medicine, dentistry, Engineering & technology, Civil Services, politics as social reformers, and as entrepreneurs.

**Technology Transfer:** University has potential for technology transfer as evidenced from the large number of patents filed and published. However, a proper eco-system needs to be developed to facilitate technology development and transfer.

### **Institutional Challenge**

The University requires suitable and sustained financial support, persistent improvement in policies and processes to further achieve the standard of excellence. The key challenges to achieve these are:

- Improvement of teaching and research infrastructures and laboratories in-sync with new and emerging areas
  - Creating eco friendly working environment
  - Improvement of Centre of Entrepreneurship and Innovation
  - University-Industry linkage and Technology park
  - Strengthening of e-governance and ICT infrastructure
  - Providing quality academic faculty
  - Enhancing use of Renewable energy
  - Providing innovative learning experiences to learners that increase their global professional competence and
  - Inducing research culture among the learners and contribute for community welfare.
  - Alumni connect and global linkages
- 
- Creating eco friendly working environment
  - Providing quality academic faculty, with reduced attrition.
  - Providing innovative learning experiences to learners that increase their global professional competence
  - Inculcating the habit of innovation, student centric approach to studies, self preparation for competitive examinations, etc. resulting in better placement with considerable CTC.
  - Inducing research culture among the learners and contribute for community welfare.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### *Curriculum design and developments*

The Goals and Objectives of the university is to contribute essentially for the social and health care development of the community. The constituent colleges have curricular development cell and Board of studies which submits the stakeholders feedback report to the academic council for action plan emphasizing on Employability, overall development and entrepreneurship. Integrated curricular design is a innovative aspect of the university which includes development, structure, function (DSF Module) for pre-clinical subjects and systemic diseases like diabetes, hypertension, TB for clinical subjects.

#### *Academic flexibility*

The university offers 52 programs in Medical, Dental, Engineering and Technology and Ph.D research programs. The slow and fast learners are provided support in the form of summer term, Refreshers courses and mentor-ship programs. We offer credits for offline and online certification programs like Swayam and MOOC with approval from academic council. Competency based medical education is implemented which gives flexibility in duration of course and electives. The Engineering College follows outcome based education system.

#### *Curriculum enrichment*

Enrichment programs include topics relevant to current and emerging trends in the form of Problem based learning, regular conferences, webinars, value adding courses, soft skills and personality development sessions. Students are provided industry supported theory and lab courses.

#### *Feedback system*

The IQAC has exhaustive feedback system, designed and implemented through a good number of feedback formats for curriculum design through students, alumni, employers, patients, national and international faculty during their visits for academic and regulatory activities.

### Teaching-learning and Evaluation

#### Students Enrollment and Profile

Enrolment is as per guidelines of respective regulatory bodies and reservation policies. Free seats and financial support is provided to economically deserved students. There are students from various states and countries with good spread across gender and categories.

#### Teaching Learning Process

Creative and innovative methods like **Z-A** and **PLEASE** technology are employed and their respective salient features are

- Students are asked to read the subject first and answer next. Classes are taken as per the student response, one way teaching is restricted.
- Participative Leadership in Education and Social Empowerment where in higher Education students teach in primary schools and develop teaching and learning methodologies.

The faculty development program trains the faculty regularly. Teaching learning methods are student centric. Mentoring program caters to academic and personal needs. There is students' feedback on teacher performance with output analysis.

### **Evaluation process and Reforms**

There is regular assessment of students through Z-A technique. Evaluation for the medical and dental is annual, engineering is in semester system with timely declaration of results. Automation through examination management system, digital evaluation of answer scripts, fast track examinations, MCQs, Case based assessment followed.

### **Students performance and Learning Outputs**

Slow and fast learners are identified through periodic assessments and necessary support are provided. The University enhances student learning by providing self-learning mode, assisted learning and hands on experience. The advanced computing, internet and Wi-Fi facilities are deployed and e-learning facilities are made available to enhance the student learning activities.

### **Research, Innovations and Extension**

Research activities at Sri Siddhartha Academy of Higher Education (SSAHE) are promoted and monitored through, The Principal and Research coordinators of the constituent institutions and a central research committee of the university which interacts with them and other stake holders. Action research is one the many research tools used at SSAHE, using this method equitable participation as Co-researcher is recognizable to all participating faculty and students. Another Unique method adapted at SSAHE is a plural structure collaboration established with Non-Academic institutions /Organizations wherein a contextural domain based focused research is designed and executed.

A host of research facilities are available on campus which include, and not limited to, are Central Research laboratories in each of the constituent colleges which are well equipped to handle requirements of faculty and student researchers.

During the last five years seven research fellows have enrolled; Funding worth Rs.168.37 lakhs and 1.58 lakhs have been received from various governmental and non-governmental funding agencies respectively.

Workshops on IPR are conducted both as part of faculty development (all constituent colleges) and as part of curriculum, open elective for Industrial engineering and management students (course code 18ME5PE51). Workshops on technology trends, quality assurance and professional ethics are conducted for Engineering faculty and students.

Research methodology and Grant writing workshops are conducted for all Post graduate students. In-house faculties conduct these training programs.

Our faculty and students have received 23 awards recognizing their innovations and other contributions. A total of Rs.31021956.00 has been generated from advisory / R&D consultancy projects.

## **Infrastructure and Learning Resources**

The University is one of the largest among the deemed to be universities in the country, spread across 300 acres of land. University reciprocated aggressively for COVID related modification in infrastructure and learning services. We have a built-up area of 60 acres, 64 lecture halls, 67 ICT rooms, 36 demonstration rooms, well equipped laboratories, well-structured central and digital library, board room, auditoriums (2000 seating), and residential hostels for boys, girls, research scholars and faculty residences.

The campus has 24/7 Wi-Fi availability and 100% power back-up provided through power generators. On site learning is supported by Collaborative learning resources in National, International institutions of excellence as well as in the community. Our students/ faculty learn from postings in Harvard University USA, Mallinckrodt Institute of Radiology St.Louis USA, Okahama University Japan, NIMHANS, Kidwai Institute of oncology, Jayadeva Institute of Heart Sciences. Collaborative community based learning is by participating in health camps, community health care centers and small scale industries. Other amenities which make the campus life more comfortable and enjoyable are gyms, full-fledged health centre, post office, canteen, specialty and super specialty services, diagnostic service, medical dispensary, clinical laboratories, pharmacy, blood bank services, ambulance services, community radio centre, IGNOU study centre, bank ATM, guest house, vocational training centre, indoor-outdoor playgrounds, yoga and meditation centre, central campus maintenance unit and CCTV surveillance. We have e-library subscription and memberships for many e-journals, e-books, SWAYAM and NPTEL. Faculty members have internet connected desktops. Every faculty, staff and students have accesses to uninterrupted high bandwidth internet services.

## **Student Support and Progression**

### **Student Support**

The university has strong mechanism to distribute scholarships, free-ships, fee-waivers by Government, Non-Governmental agencies and Institution to the needy students.

Many students of the university have benefited by guidance for competitive examinations and career advancement offered. Few international students are pursuing studies in our university a separate and active international student cell will care of them.

Ragging and sexual harassment are considered as criminal offence. The university / Institution has transparent mechanism for timely redressal of student grievances related to ragging and sexual harassment. All students can



contact in person or through mail to register their grievances directly to the concerned authorities.

### **Student Progression**

The Training & Placement cell also provides career and higher education counseling. Communication skills, soft skills for industry specific needs, mock interviews and group discussions are conducted regularly. Heads and CEO's of industries are invited regularly to take motivational classes and give talks. They visit the college for campus interviews throughout the year. Good percentage of students is placed. We conduct courses which help the students to excel in qualifying in state, national and international level examinations.

### **Student Participation and Activities**

University has active sports and cultural units. The university motivates students to participate in co-curricular and extra-curricular activities by providing the infrastructure support and financial support. The academic incentives in the form of attendance and reward marks are provided to participating students. The academic calendar is structured to accommodate the above said activities.

In a democratic ecosystem the university encourages the students to take lead role in organizing extra and co curricular activities by the formation of students' council where students learn leadership qualities. Student representatives are actively involved in the overall institutional development.

### **Alumni Engagement:**

SSAHE Alumni have contributed academically as well as financially in the university's progression. Alumni meet is organized annually. They share their experiences and their present occupation.

It provides the nice platform for our proud alumni to exchange their pleasantries, meet their beloved teachers and enthusiastic students. Over the years, the university has undergone a good deal of transformation with the support of Alumni.

## **Governance, Leadership and Management**

### **Institutional Vision and Mission Leadership**

Normally, the objectives of education imparted to the students are fully aligned with the institutional goals and objectives. Good governance and leadership with Intellectual honesty and realizable philosophies are vital to the growth and success of an organization.

### **Strategy and Development and Deployment**

The Academy has been providing excellence in Health care, Engineering and Technical Education, through quality education to the students by recruiting quality faculty and providing necessary infrastructure. The Academy follows the norms of statutory regulatory bodies for maintaining minimum faculty requirement and career advancement schemes As a part of e-governance, Academy has automated all processes, with a well documented five-year strategic plan aligned with Academy's Vision, Mission being in place and deployed across the Academy.

### **Faculty and Staff Empowerment strategies**

All the statutory welfare schemes as stipulated by the Govt. of India and State Government have been extended to all the faculty and staff of the University and its constituent colleges. These schemes include, contributory provident fund, gratuity, Maternity and Paternity leave, quarter's facility in the campus for the needy teaching and support staff.

### **Financial Management and Resource Mobilization**

All the constituent colleges are self-financing institutions. Financial resources are mobilized by fee collected from the students. The donations are invited for the purpose of instituting endowments for giving away the medals, awards, fellowships, additional revenue generation by way of conducting new programs/courses/training schemes in coordination with the industry.

Accounts of the institution are audited regularly, the balance sheet and other financial statements, drawn annually with pre audit objections if any, are taken care of and cleared. The Finance committee and the Board of Management will review and rectify the annual budget put forth in the respective committee meetings.

### **Internal Quality Assurance Mechanism**

An Internal Quality Assurance Cell (IQAC) has been established in all the constituent colleges of the Academy. Committee is responsible to assess, monitor, and advise the concerned personnel on various quality issues. The issues could be connected with curricular aspects, teaching, evaluation, research, innovations, infrastructure, student support and progression, governance, leadership and management, institutional values, best practices.

### **Institutional Values and Best Practices**

#### **Environment Consciousness**

Sri Siddhartha Academy of Higher Education has constituted the various committees at academy and at the constituent colleges for environment, innovations and best practices. The Academy and constituent colleges have maintained an eco-friendly campus. Green audit, Energy and Environment audits are performed by the university and by concerned authorities on regular basis and efforts to plant new plantations through Green Graduation programme by newly joined first year MBBS and BDS students have been made. The other environment friendly initiatives are LED bulbs, solar energy, celebration of environment day, construction of new tanks and lake at the campus, water recycling plants at all constituent colleges, hazardous waste disposal in scientific manner, e-waste management, smoke free campus, plastic use ban, paperless work at all academic and other activities, renewable energy, rain water harvesting, lake rejuvenation programs, etc. Many measure are taken to promote the safety and security of women employees and for persons with disabilities.

#### **Innovations:**

The colleges have initiated numerous innovations. To mention a few- systematic process for curriculum revision, enrichment courses, feedback system, slow learners identification and remedial drill, online classes/ examinations, etc. The other innovations are focus on teaching learning process, teachers quality and reforms in evaluation, research seed money, research projects grants, promotion, facilities and publications, good extension activities, adoption of districts and collaboration for health services and academic activities, etc.

**Best practices:**

The Academy have conducted good number of best practices, to name them- Basic course Workshop in Medical Education Technology, Research methodology workshop, student mentorship system, Synopsis & Dissertation Progress review, Initiation of e-learning program, Energy Conservation Measures, TECHNODEA Project Exhibition and competition, Radio Siddhartha, establishment of New Medical College at Bangalore rural district for the benefit of rural students and patients, etc.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION
Address	SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION, B.H.ROAD, AGALAKOTE.
City	TUMKUR
State	Karnataka
Pin	572107
Website	<a href="http://www.sahe.in">www.sahe.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	P. BALAKRISHNA SHETTY	0816-2275516	9845699374	0816-2275510	info@sahe.in
Registrar	M. Z. KURIAN	0816-2275526	9844022363	0816-2275512	registrar@sahe.in

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-06-2008
Status Prior to Establishment, If applicable	Other
Establishment Date	05-06-1979
Any Other, Please Specify	RGUHS and VTU Karnataka

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	05-09-2020	<a href="#">View Document</a>

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION, B.H. ROAD, AGALAKOTE.	Rural	223	11200	Medical, Dental, Engineering and Technology, PhD		
Institutes	Sri Siddhartha Medical	Rural	223	130134	Medical, PhD	01-06-1988	30-05-2008

	College, B.h. Road, A galakote , Tumku r-57210 7						
<i>Institutes</i>	<i>Sri Siddhartha Dental College, B.h.road , Agalakote, Tumkur-572107</i>	<i>Rural</i>	<i>25.21</i>	<i>73286</i>	<i>Dental</i>	<i>01-06-1992</i>	<i>30-05-2008</i>
<i>Off Campus</i>	<i>Sri Siddhartha Institute Of Technology, Maralur , Tumkur-572105</i>	<i>Urban</i>	<i>45</i>	<i>45506</i>	<i>Engineering and Technology, PhD</i>	<i>01-06-1979</i>	<i>16-12-2008</i>

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	3
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	3
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	3
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	<a href="#">106803_5138_1_1595240461.pdf</a>	
DCI	<a href="#">106803_5138_5_1593155813.pdf</a>	
MCI	<a href="#">106803_5138_2_1594200602.pdf</a>	

#### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	99				84				204			
Recruited	87	12	0	99	55	29	0	84	94	70	0	164
Yet to Recruit	0				0				40			
On Contract	0	0	0	0	0	0	0	0	8	9	0	17
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				29				25			
Recruited	0	0	0	0	16	9	0	25	17	8	0	25
Yet to Recruit	0				4				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				218
Recruited	136	82	0	218
Yet to Recruit				0
On Contract	36	26	0	62

Technical Staff				
	Male	Female	Others	Total
Sanctioned				150
Recruited	104	46	0	150
Yet to Recruit				0
On Contract	0	0	0	0



**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	27	1	0	11	7	0	14	3	0	63
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	90	12	0	55	29	0	94	70	0	350
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	9	0	25

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	9	0	0	0	0	16
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	18	13	0	0	0	0	31

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	1	1	0	2

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	8	0	0	0	8
	Female	5	0	0	0	5
	Others	0	0	0	0	0
UG	Male	285	115	0	0	400
	Female	245	70	0	0	315
	Others	0	0	0	0	0
PG	Male	5	13	0	0	18
	Female	15	22	0	0	37
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
--	----

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	3.01	A	<a href="#">1-NAAC - Certificate.pdf</a>

General Facilities	
<b>Campus Type: SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION, B.H.ROAD, AGALAKOTE.</b>	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	6
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>Biosafety Level II Molecular Laboratory</b>

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	5	709
* Girls's hostel	4	685
* Overseas students hostel	1	118
* Hostel for interns	2	60
* PG Hostel	1	133

Health Professional Education Unit / Cell / Department		
Year of Establishment: <b>01-07-2008</b>		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	21	2
* Orientation	17	1
* Refresher	204	8
* Post Graduate	20	3

### 3. Extended Profile

#### 3.1 Program

Number of all programs offered by the institution during the last five years

Response: 52

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 3.2 Students

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3278	3359	3217	2986	2978
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

Number of graduated students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
701	608	619	840	823
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 3.3 Teachers

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

2019-20	2018-19	2017-18	2016-17	2015-16
414	381	423	417	417
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

Number of sanctioned posts year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
414	381	423	417	417

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Institution

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

2019-20	2018-19	2017-18	2016-17	2015-16
5192.72	3495.46	4182.98	4597.06	7739.67

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.**

**Response:**

The curriculum for the University is prepared individually by the University based on the curricular framework provided by statutory bodies where applicable. The University strives to work with all stakeholders in developing the curriculum that is innovative, need-based, interdisciplinary and in emerging areas. The SSAHE curriculum aligns with its vision, mission, and values and provides knowledge and skills required to practice the profession effectively. The curriculum is designed and framed as per the directions of CDC (Curriculum Development cell) in accordance with MCI/DCI/AICTE Guidelines. The University has established Boards of Studies comprising of Professors, Alumni and external experts from Academia and Industry to support the University in the curricular design and development.

Each program has a well-defined Program Educational Objectives (PEO) which is reflected in the Program Outcomes (PO) and Course Outcomes (CO), which in turn is reflected in the curriculum of the course. The University follows student centric approach in teaching and learning methodologies to impart the necessary knowledge, skills, attitude, and values to ensure that the students become lifelong learners.

Based on the feedback of the stake holders the curriculum is designed to bring out the attributes and competencies in students, besides giving inputs on optimal sequencing, alignment, reinforcement, coordination of content across disciplines and progressive development of students.

The curriculum also provides educational experiences in actual and / or simulated practices to develop and demonstrate achievements of desired competencies under academic and practitioner guidance. These simulated experiences are a pioneering initiative which has helped to evolve and redefine the concept of education in the University.

The curriculum of the Medical and Dental Programs follow the annual system as prescribed by the statutory bodies MCI/DCI, whereas the Engineering and Technology follows Choice Based Credit System (CBCS) in the semester system, as prescribed by the AICTE. The teaching and evaluation procedure orients towards attainment of Course Outcomes and Program Outcomes.

**Features of SSAHE**

- 1.Semester system in Engineering & Technology and Annual system in Medical and Dental
- 2.Choice based credit system
- 3.Interdisciplinary approach
- 4.Integrated both horizontally and vertically
- 5.Students centric system
- 6.Transparency in evaluation

7. Institutionalized linkage with industries
8. Linkage with super specialty centers

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Outcome analysis of POs, COs	<a href="#">View Document</a>
Link for Curricula implemented by the University	<a href="#">View Document</a>

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

**Response:** 57.69

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

Response: 30

File Description	Document
Syllabus prior and post revision of the courses	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes during the last five years	<a href="#">View Document</a>

### 1.1.3 Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

**Response:**

The Mission of university is achieved through the constituent colleges to promote optimal health for the community through many outreach programs, which constitutes core of its curriculum designed to promote community based training. Based on prevalence of disease data which is made available through rural and urban health centers, community health check up camps are organized by the college.

With a constant change in the pattern of disease there are new innovations which will be trained to both medical and dental students at UG and PG levels in the form of workshops and CME/CDE. Regular interdepartmental meetings train them for better approach to patient care. In addition students are posted to KIDWAI and NIMHANS for the speciality training. Community postings at RHTC and UHTC help them to acquire special skills like house to house survey, rapport building and real life experiences in rural setup.

The exposure to various skills training with state-of-art technology and exposure with the enormous patients make them ready for employment. Problem based learning, field studies/ visits, case based studies, surveys, rural / industrial visits, hands on experience and project works ensure skill development in relevant subject of study. The university and college encourage the faculty to take up new research projects helping them upgrade themselves. Furthermore, students are encouraged to undertake research under faculty guidance, and present in conferences and publish. Well equipped skill lab assists them in gaining the confidence to treat the patients. Advanced and basic life support training for interns are provided.

The Employability of the graduates and postgraduates of all programs is considered during the curriculum framing and for achieving this, the departments include additional skills, value added courses and enrichment programs, along with early clinical and industry exposure. Comprehensive medical and dental care training is included to help students learn and cater to the complete treatment needs of patients. Camps in both rural and urban areas are conducted to reach the needs of the local population. The alumni of these institutions are practicing medicine and dentistry in different parts of the country and worldwide imparting service to the community at large either independently or employed.

The courses offered by the engineering college provide professional skills and technical competencies through the curriculum design which bridge the gap between Industry and Academia. The following topics are covered in skill development course:

1. Soft skills and Professional Ethics
2. Aptitude and technical skills
3. Industry supported labs and courses with visits.
4. Vedic mathematics and Number systems
5. Puzzles, Arithmetic and geometry
6. Solving of Equations and Modern Mathematics
7. Logical, Deductive, Mathematical and Relationship Reasoning
8. Data Analysis and Visual Sequence

Each institution has sufficient number of MoU with industries and institutions to enrich students' knowledge and skills by conducting workshops, training, technical talks, seminars, etc.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	<a href="#">View Document</a>
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice-Based Credit System (CBCS)/elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).**

**Response:** 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 17

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 17

File Description	Document
University letter stating implementation of CBCS by the institution	<a href="#">View Document</a>
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	<a href="#">View Document</a>
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document for Structure of Programs mentioning the Credit Allocation and Elective options	<a href="#">View Document</a>

**1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)**

Response: 30.77

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 16

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	<a href="#">View Document</a>
List of the new Programmes introduced during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years****Response:** 33.71

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 391

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 1160

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	<a href="#">View Document</a>
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula****Response:**

The University enriches curriculum on issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics with the relevant courses included, and by conducting short-term and certificate programs. The university conducts certificate program on the following areas

- Foundation course
- Environment studies
- Constitution of India and professional Ethics

Foundation course curriculum introduced as a part of CBME strengthens the issues like gender equality and environment sustainability. Series of Guest lectures and panel discussion with the experts are organized to train them in humanity, right to health issues, emerging demographic changes and professional ethics on a periodic basis. Interactive scenarios, movies, videos, role play and small group discussion are used for each concept along with the principles of reflective learning. The early clinical exposure which is also a part of the new curriculum allows the clinical training to start as early as in the

first year focusing on communication, basic clinical skills and professionalism.

The students actively participate in “Green Graduation Programme” in which each student plants a sapling in the campus and takes care during the course. Students are given orientation on environmental sustainability like preservation and recycling of water and rational use of environmental resources.

Community participation in various awareness campaigns and blood donation drives, screening of disease, exhibitions on social relevant issues, etc. are ensured. The curriculum has been designed to make the students ready for imparting analytical reasoning, language and soft skills in addition to professional competencies, as required by the industry and the community.

As a part of best practices we conduct orientation and induction programs for all the fresh entrants address the situations and needs of both boys and girls, with a view to address gender equality, work-life balance and well-being at work by inviting experts from NGO, spiritual missionaries and voluntary organizations.

We conduct annually role play competition to impart empathy and good communication skills. Moreover, as is perceived by many in the society, industry leaders or experts and by the policy-makers, there exist skills and knowledge gaps (workforce skills gap) to fully support health-care industry. This gap between what graduating students can do and what is desired performance has led SSAHE University to consider curricular enrichment through Induction programme for students.

Institution conducts Orientation Programme for the first year students and Student Induction Program(SIP). Each student undergoes physical activities like yoga, sports, dance, martial arts, drill and many more. The students are mentored to their academic and non academics interests like creative arts, cultural activities and literary activities.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Link for list of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

**Response:** 29

1.3.2.1 Number of value-added courses are added within the last five years



Response: 29

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.3.3 Percentage of students successfully completed the value-added courses during the last five years**

Response: 9.44

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
268	357	517	311	40

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment**

Response:

The academic flexibility embedded in the curriculum provides opportunities to students to pursue their interest by choosing from a vast number of pathways/electives from own area/specializations as well as from other areas. Open electives are introduced during third year so as to enable the students pursue their studies in specific domains other than their parent discipline. This helps them to get acquainted with additional skills sets required for the changing scenario of the industries and R&D organizations. As a part of the curriculum, the students undergo field training like surveys in civil engineering, internships in industries and industry visits of all the students. Field visits to the various power stations, renowned architectural sites, established mega industries, etc. have been included in the curriculum to impart hands on training to the students with proper visual experience. Recently, a company by name Aniworks has

helped to have a startup unit at the institution which has enabled the students to carryout internships in the campus. A centre of excellence focusing on skill lab is being established at the institution with active role and sponsorship extended by BOSCH India limited.

Students do internship projects and research in international organizations such as, Harvard University, Mallinckordt institute of radiology, USA.

Department of Community medicine provides the students with the opportunity to undertake various field visits which include anganwadis, sub-centres, milk dairy, water purification & sewage treatment plants.

Interested students are given the opportunity to conduct research projects in parallel with the course curriculum. Sufficient training will be given to the students in term of research methodology workshops and guidance. Students participate in intercollegiate quiz and workshops to enrich their knowledge. Community postings during internship programme provides them the opportunity to work in rural and urban health centres and participate actively in national and regional health programmes which includes disease prevention, health promotion and cure. As a part of best practice community medicine has made mandatory research project as a part of their internship program. Postgraduates undertake research activity and training in specialized areas like oncology and cardiology.

Dental students take up research project and perform oral health screening in general and school population. They are encouraged to participate in awareness program such as tobacco cessation, oral hygiene maintenance, etc. during internship training.

File Description	Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:**

1. Students
2. Teachers
3. Employers
4. Alumni
5. Professionals

**E. Any 1 of the above**

**D. Any 2 of the above**

**C. Any 3 of the above**



**B. Any 4 of the above****Response:** A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for feedback report from stakeholders	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as:****E. Feedback not obtained/collected****D. Feedback collected****C. Feedback collected and analysed****B. Feedback collected, analysed and action has been taken****Response:** A. Feedback collected, analysed and action taken on feedback and such documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

**2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
456	426	410	410	410

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
456	426	410	410	410

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Initial reservation of seats for admission	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests**

are not conducted

**Response: 4.9**

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2019-20	2018-19	2017-18	2016-17	2015-16
51	38	51	33	1132

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2019-20	2018-19	2017-18	2016-17	2015-16
51	38	51	33	1259

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of No. of application received in each program	<a href="#">View Document</a>
Document relating to Sanction of intake	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.1.3 Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries**

**Response: 18**

2.1.3.1 Number of students from other states and countries year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
181	193	155	132	183

## 2.1.3.2 Total number of students enrolled in that year

2019-20	2018-19	2017-18	2016-17	2015-16
882	936	948	989	954

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
List of students from other states and countries	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters to the students enrolled from other States / Countries.	<a href="#">View Document</a>
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers The Institution:**

1. Adopts measurable criteria to identify low performers.
2. Adopts measurable criteria to identify advanced learners
3. Organizes special programmes for low performers and advanced learners
4. Follows protocols to measure students' achievement

**E. None of the above**

**D. Any 1 of the above**

**C. Any 2 of the above**

**B. Any 3 of the above**

<b>Response:</b> A. All of the above	
File Description	Document
Proforma created to identify slow performers/advanced learners	<a href="#">View Document</a>
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View Document</a>
Details of outcome measures	<a href="#">View Document</a>
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	<a href="#">View Document</a>

<b>2.2.2 Student - Full- time teacher ratio (data of preceding academic year)</b>	
<b>Response:</b> 7.92	
File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1 Student-centric methods, are used for enhancing learning experiences by:</b></p> <ul style="list-style-type: none"> <li>• <b>Experiential learning</b></li> <li>• <b>Integrated/Inter-disciplinary learning</b></li> <li>• <b>Participatory learning</b></li> <li>• <b>Problem-solving methodologies</b></li> <li>• <b>Self-directed learning</b></li> <li>• <b>Patient-centric and Evidence-based learning</b></li> <li>• <b>The Humanities</b></li> <li>• <b>Project-based learning</b></li> <li>• <b>Role play</b></li> </ul> <p><b>Response:</b></p>
--

- **Experiential learning**
  - Students undergo practical training in the relevant domain during UG/PG program. Each student conducts experiments individually/ in group to familiarize with practical aspects. In a semester, students get trained for a minimum of two practical courses. Further, practical based assignments are given in some courses. Model based teaching is also adopted in a few courses.
- **Integrated/Inter-disciplinary learning**
  - To have a better handshake between theory and practical, a few courses starting from first semester are taught as integrated courses. Concepts taught in theory are demonstrated in laboratory.
  - In order to ensure that students acquire knowledge in multi-discipline, provision has been made through open electives that are offered during third year of the program. Such courses are offered by each department exclusively for the sake of students from other disciplines.
- **Participatory learning**
  - Students are encouraged to participate in co-curricular and extracurricular activities of their interest and expertise through students' chapters, sports, cultural and technical clubs monitored by faculty conveners. This ensures inculcating among the students extra skills such as, management skill, communication skill, team work, publicity techniques, event handling, co-ordination skills, working with local community, etc. The diversified culture among the student community helps them to learn and adjust with new environment and culture.
- **Problem-solving methodologies**
  - Students are exposed to real time scenario by various activities such as, industrial tours, survey camps, clinical case studies, health camps, dental health camps, medical exhibition (Medex) and international exhibitions to understand and face challenges that they may come across in various domains. They are also trained on usage of different tools depending on the technological trends and the requirements of the industry.
- **Self-directed learning**
  - To ensure students learn on their own, case studies, technical talks, group discussions and presentations, assignments involving programming challenges are given in many subjects. Students present case studies through reports, power point presentations, and program implementation procedures.
- **Patient-centric and evidence-based learning**
  - Patient-centric approach to the medical ailment encourages patients to be the active participants in their health and invites them to express their values and preferences for clinical care.
  - Evidence-based medicine is a model of medical decision-making that incorporates 4 overlapping domains, research, evidence, patients preferences and actions, clinical state and circumstance and clinical expertise.
- **The Humanities**
  - Subjects traditionally grouped under the humanities, such as painting, music, literature, sculpture, philosophy, sociology, anthropology, meditation, yoga and others are widely used in educating students.
- **Project-based learning**
  - Student's carryout mini project and major project in a group during the program. Student projects like Community research, action research and field projects are allotted. All such reports are subjected for final evaluation as per the Institute norms.
- **Role play**

- Through educative role plays students actively participate in community reach programs like road safety awareness, conservation of energy, rain water harvesting, oral hygiene awareness, cancer awareness, first aid, epidemic and pandemic awareness, wearing of mask, hand washing and social distancing.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of student-centric methods used for enhancing learning experiences	<a href="#">View Document</a>

### 2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning The Institution:

- 1.Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.
- 2.Has advanced patient simulators for simulation-based training
- 3.Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre
- 4.Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

**Response:** A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
List of clinical skills training modals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	<a href="#">View Document</a>
Details of training programs conducted and details of participants	<a href="#">View Document</a>

### 2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

#### Response:

#### Smart Class

The smart/Virtual class has been set up in place for effective interactive Teaching – Learning. The smart class is equipped with high resolution multicolor LCD projector which has a contrast ratio of 15000:1 and has a HDMI port, the projector is equipped with Wi-Fi connect that makes it user friendly.

#### Use of PowerPoint presentation

Institution encourages both the students and staff to use PowerPoint presentation for conducting classes/seminars. Innovative PowerPoint Presentations which include pictures, flowcharts, GIF's, animations and hyperlinks are used by staff to teach the students effectively.

#### Use of meeting application during COVID Crisis:

Online meetings with students are made using WebEx and Zoom application to conduct online classes/seminars/webinars You tube live streaming so as to fill the lacunae of Teaching Learning Evaluation.

#### Internet Bandwidth – LAN & Wi-Fi details

Wi-Fi is extended throughout the campus including Hostels. All the computers are connected to LAN (wired/wireless). Internet access is provided through high speed fiber optic broadband of 250 Mbps bandwidth. Students and faculty are given authenticity to access internet.



**MCQ classes**

The interns are benefited with the MCQ classes which are conducted by the staff using ppt as a teaching tool regularly. The content of the presentation includes multiple choice questions with explanatory answers. Problem solving by understanding the subject, abstract thinking and elimination of choices is best explained by this means.

**E – Learning**

The e-learning program contains videos created by the college staff that are uploaded on the website under e-Learning section which can be easily accessed by the undergraduate and postgraduate students.

**Live streaming of demonstrations:**

Another milestone in ICT section includes the Online streaming of clinical procedures and demonstrations, which is set up in all the departments. The live demonstration of clinical/ educative procedures are recorded live in a DSLR or mobile camera and is broadcasted on to a laptop.

**Online Learning**

In addition to class room learning, facility has been created to learn through online courses, Institute possess 3000hrs of video lectures, NPTEL videos, e\_Books, IEEE explore (Digital version). The students are encouraged to take online courses SWAYAM and MOOC. They will be awarded the grade for those courses after evaluation as per norms.

**The digital library provides the following services to the faculty and students:**

- ASME Journals connect: IP enabled access –Campus wide connectivity
- IEEE Digital Library: IP enabled access –Campus wide connectivity
- ASCE Digital Library: IP enabled access –Campus wide connectivity
- N List( UGC/INFLIBNET): User ID & Password given in Brochure
- DELNET Database: User ID & Password given in Brochure

File Description	Document
Link for list of teachers using ICT-tools	<a href="#">View Document</a>
Link of the details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>

**2.3.4 Student :Mentor Ratio (preceding academic year)**

**Response:** 8.6

2.3.4.1 Total number of mentors in the preceding academic year

Response: 381		
File Description	Document	
Records of mentors and mentees meetings.	<a href="#">View Document</a>	
Log Book of mentor	<a href="#">View Document</a>	
Institutional data in prescribed format	<a href="#">View Document</a>	
Details of fulltime teachers/other recognized mentors	<a href="#">View Document</a>	
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>	
Approved Mentor list as announced by the HEI	<a href="#">View Document</a>	
Link for additional information	<a href="#">View Document</a>	

## 2.4 Teacher Profile and Quality

<b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b>		
Response: 100		
File Description	Document	
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	<a href="#">View Document</a>	
Position sanction letters by competent authority	<a href="#">View Document</a>	
Institutional data in prescribed format	<a href="#">View Document</a>	
Appointment letters of faculty during last five years	<a href="#">View Document</a>	
Any additional information	<a href="#">View Document</a>	

<b>2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years</b>		
Response: 9.44		
2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.		

2019-20	2018-19	2017-18	2016-17	2015-16
51	42	37	33	30

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View Document</a>

#### 2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

**Response:** 11.77

##### 2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 4874

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Experience certificate of full time teacher	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

**Response:** 43.88

##### 2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
297	182	177	102	140

File Description	Document
Reports of the e-training programmes	<a href="#">View Document</a>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<a href="#">View Document</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

**2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years**

**Response:** 5.98

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
27	29	24	18	24

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:** 22.8

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	30	22	24	21

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	<a href="#">View Document</a>
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 1.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
38	127	55	133	128

#### 2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3196	6173	5952	5754	5461

File Description	Document
Reports of Examination Sections	<a href="#">View Document</a>
Minutes of the grievance cell / relevant body	<a href="#">View Document</a>
List of complaints / grievances year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View Document</a>

**2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):**

1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script
2. Double Valuation/Multiple valuation with appeal process for revaluation only
3. Double Valuation/Multiple valuation with appeal process for retotalling only
4. Single valuation and appeal process for revaluation
5. Grievance Redressal mechanism does not exist

**E. Grievance Redressal mechanism does not exist**

**D. Single valuation and appeal process for revaluation**

**C. Double Valuation/Multiple valuation with appeal process for retotalling only**

**B. Double Valuation/Multiple valuation with appeal process for revaluation only**

**Response:** A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	<a href="#">View Document</a>

#### 2.5.4 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

##### Response:

- Faculties are trained in examination process during Induction courses. Medical and Dental follow annual system and engineering follows semester system.
- Work of examination section is fully computerized and automated. After the examination, answer scripts are bar coded and bundled using a random bundle number. Once the valuation of all the scripts in the bundle is completed, the evaluator enters the marks into database component wise.
- Ten sets of questions papers set by examiners outside the state, verified and scrutinized. Just before theory examination a student in the examination hall will pick one set of question paper. From 2019 Postgraduate exam theory paper consists of 10 questions carrying 10 marks.
- CCTV and Mobile Jammers in examinations hall has led to least number of malpractices. Flying squads visit examination hall regularly.
- Theory examination of all the courses of the constituent colleges are subjected to double valuation i.e. one external and one internal. Third valuation is carried out in case of variation beyond the accepted norms. Four valuations for Post graduates. Three external Examiners are appointed for PhD thesis. In Engineering the process of evaluation has been divided into two parts. Students are evaluated through Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). Each component has 50% weightage while computing the grade for the subject. Internal component is further divided into two tests for 10 marks each, Midterm examination for 20 marks. Quiz and Assignments contribute 5 marks each.
- In medical & dental there is provision for re-totaling. In engineering both retotalling and re-evaluation are allowed.
- Each college has constituted the examination grievance redressal cell to deal with examination grievances.
- Introduction of Multiple Choice Questions (20%) in University final Examinations for 1st M.B.B.S from the Academic year 2016-17.
- The supplementary examination for 1st year MBBS failed students is conducted within two months from the date of announcement of results of the main examination and it is effective from 2017-18 admitted batches of students. Successful students in the supplementary examination are allowed to register for the 2nd phase of MBBS and are allowed to attend classes/clinical / practicals along with regularly admitted students.
- Merging of Various Schemes of 1st MBBS UG course with running RS2 scheme has been implemented as per University Guidelines.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for details of examination reforms implemented during the last 5 years	<a href="#">View Document</a>

#### 2.5.5 Status of automation of Examination division using Examination Management Systems (EMS) along with approved online Examination Manual



1. Complete automation of entire division & implementation of Examination Management System (EMS)
2. Student registration, hall ticket issue & result processing
3. Student registration and result processing
4. Result processing
5. Manual methodology

Any one of the above

Any two of the above

Any three of the above

Any four of the above

**Response:** All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View Document</a>
Snap shot of EMS used by the institution	<a href="#">View Document</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

- The constituent colleges of SSAHE have drafted the graduate attributes as per the guidelines of respective regulatory councils. Academy enhances student learning by providing excellent self-learning mode, assisted learning and hands on experience. Advanced computing, internet and Wi-Fi facilities are deployed and e-learning facilities are made available to enhance the student learning activities.
- **Sri Siddhartha Medical College/Sri Siddhartha Dental College**



- **Direct assessment** represents the students' performance in formative & summative assessments, seminars, assignments etc.
- **Formative assessment** - Continuous assessment for measuring and improving student learning which helps to monitor an individual's acquisition of knowledge and skills, evaluates analytical thinking, decision-making, and problem-solving abilities. Measures employed include viva voce and written tests
- **Internal Assessment:** A formative assessment, used to evaluate the academic performance of the student periodically.
- **Seminars** Seminars helps in assessing students' interaction with peers and teachers on assigned topics. Content, preparation, presentation, and communication skills are assessed.
- **Assignment:** Assignments help to assess students' understanding on the allotted topic, ability to gather information, understand the content, comprehension, innovation/ideas etc.
- Analytical/critical thinking, interpretation skills and written communication skills with respect to the learning outcomes.
- **Viva-voce:** Helps to evaluate the extent of knowledge and ability for critical thinking.
- **Project work:** Final year students take up group research project under the guidance of faculty members. The ability of the students - to plan and then execute the plan by designing and conducting experiments; analyze & interpret data and deliver the outcomes within a time frame are assessed.
- **Summative assessment-** Annual/ Term end exams are conducted both in theory and practical at the end of the academic year/semester. Results of annual/term end examinations help determine the academic performance besides the extent of outcomes that have been attained.
- **Exit Exam-** Skill station / discussions at the end of Internship for medical and dental students are conducted at department level..
- **Sri Siddhartha Institute of Technology**
  - The institute is moving from teacher centric learning to student-centric learning by adopting Outcome-Based Education (OBE). Main focus is on measuring student performance i.e. outcomes at different levels. The course outcomes (COs) for each course and program outcomes (POs) along with program specific outcomes (PSOs) for each program are defined as per in line with the regulatory body- National Board of Accreditation, New Delhi.
  - Theory, practical or integrated courses spread out over eight semesters. Both professional and open electives are offered as per the standard norms.. Encouragement is given to students who wish to register for online courses offered by NPTEL, MOOC, SWAYAM, etc. Marks obtained by the student are used as one of the components to calculate the course outcomes.
  - Attainment analysis is made based on the data acquired from above components and the results are used for continuous improvement through course delivery, assessment methods and modification of curriculum. A good attainment at course level, programme level and Institute level ensures quality assurance for all stake holders.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.2 Incremental performance in Pass percentage of final year students during last five years

**Response:** 85.87

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
717	693	684	871	911

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
858	859	859	963	1033

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	<a href="#">View Document</a>
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1 The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

##### Response:

Sri Siddhartha Academy of Higher Education (SSAHE) has formulated broad policy guidelines for research activities of all constituent institutions. Research activities are promoted and monitored through Principal and Research coordinators of the constituent institutions and a central research committee of the university which interacts with them and other stake holders. Institution policy for Research Capacity Building and Strengthening has been in force and is followed in a sustainable manner. It comprises of infrastructure additions in terms of space, equipment and funding for research activities, workshops and training in research methodology, Intellectual Property and Ethics.

Action research is one of the many research tools used at SSAHE. Using this method equitable participation is ensured to all participating faculty and students. Another Unique method adapted at SSAHE is plural structure collaboration with Non-Academic institutions /Organizations wherein a contextual domain based focused research is designed and executed.

The steps taken by the Research Committee has yielded positive results with funded projects approximately Rs.168 lakhs obtained from various funding agencies. The thrust areas of research in genetic diseases have led to the establishment of IVF center and cytogenetic research facility. The major funding has been from VGST, KCTU, KSCST, DST, etc. The faculty have been constantly engaged in sending research proposals to various potential funding agencies both at state and central levels for seeking financial assistance for research projects. Such funding has helped the institutions setup state of art laboratories with modern equipment thus ensuring a proper ambience for studies for the students. The student projects are also carried out as part of such sponsored project activities.

Research methodology seminars and workshops are being conducted on regular basis. Senior Research Scientist has been appointed for regular monitoring and updating the Central research laboratory activities. A separate course on research methodology has been introduced at the university level as a mandatory course for all the research scholars of the university. This course comprises of advanced mathematical techniques, probability and statistics, etc. A separate research cell established at the university ensures that all the research scholars undergo the mandatory theory courses in disciplines relevant to their topic of research, as approved by their respective doctoral committee.

A global research committee at the university level ensures that all the research activities by the research scholars are being evaluated properly as per prevailing standard procedures. A plagiarism check is compulsorily carried out in respect of all the research theses submitted to the university to avoid any possible doctoring of the thesis, if any. The evaluation of the research findings is being done by adapting the examination system consisting of both an Indian and foreign examiners.

Faculty and students are encouraged to take up short term and long term research projects and showcase their research at local, national and international avenues. Incentives are provided for research accomplishments of faculty and students. Seed money and research grants are provided for supporting

research activities.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Document on Research promotion policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year)

**Response:** 0.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.1	0	0	0	0

File Description	Document
Minutes of meetings of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving seed money and details of seed money received	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	<a href="#">View Document</a>

### 3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

**Response:** 6.2

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced

studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	13	15	49	22

File Description	Document
List of teachers and their national/international fellowship details	<a href="#">View Document</a>
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View Document</a>

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

**Response: 7**

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

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

File Description	Document
Registration and guide / mentor allocation by the institution	<a href="#">View Document</a>
List of research fellows and their fellowship details	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E copies of fellowship award letters	<a href="#">View Document</a>

### 3.1.5 University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum
3. Media laboratory/Business Lab/e-resource Studios
4. Research/Statistical Databases/Health Informatics
5. Clinical Trial Centre

Any one of the above

Any two of the above

Any three of the above

Any four of the above

**Response:** All of the above

File Description	Document
List of facilities available in the university and their year of establishment	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Videos and geo-tagged photographs	<a href="#">View Document</a>

**3.1.6 Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)**

**Response:** 41.99

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2019-20	2018-19	2017-18	2016-17	2015-16
26	24	24	22	22

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
52	52	59	59	59

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Details of the departments offering academic programmes certified by the head of the Institution /University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

**3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years**

**Response: 2**

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government organizations	<a href="#">View Document</a>
e-copies of grants awarded for clinical trials	<a href="#">View Document</a>

**3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years**

**Response: 196**

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)



2019-20	2018-19	2017-18	2016-17	2015-16
40	27	96	1	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

**Response:** 0.03

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

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

File Description	Document
Supporting document/s from Funding Agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the letter indicating sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for the funding agency website	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell**

**Response:**

Sri Siddhartha institute of Technology, Tumakuru encourages the Innovative activity by the students in the form of Project preparation and presentation to the external world. In this connection a student club “VARSITY CIRCLE” is formed along with entrepreneurship development cell (EDC) and Science and Technology Entrepreneurship Program (STEP). A separate place is identified to carry out the developmental and innovative activities by the students. The necessary financial help for the students is provided for the activities undertaken by them. Students are encouraged to participate in different competitions with financial support provided to attend the innovative Project competitions across the country.

The engineering college conducts a State Level Project Exhibition, “TECHNODEA” every year in association with STEP-SSIT. Here the various projects undertaken by the final year engineering students of SSIT as well as the various institutions all over the state are exhibited over two days of public participation. Project awards are given to the best performing students based on the decisions made by the jury members in different disciplines. This has encouraged the students to look for this annual event every year with more enthusiastic participation.

SSIT has established Skill development center “Sri Siddhartha Vocational Training Centre” in collaboration of Department of Industries and Commerce and STEP-SSIT which help the student and public to upgrade their skills in different domains. The skills up gradation provided are as follows:

1. Repair and Maintenance of Air Conditioner.
2. Repair and Maintenance of Refrigeration system.
3. Repair and Maintenance of Electrical Equipment.
4. Repair and Maintenance of Electronics Equipment.
5. Basic Computer Skills.
6. CNC Machines Operation and Programming.
7. Computer Aided Drawing.

So far a total of 50 plus programs have been conducted for the benefit of various members of public such as working women, housewives, school students, college dropouts etc. All these programs have been running successfully with enthusiastic participation by the concerned stake holders, thanks to the financial support extended equally by both the Government and management.

### **List of Innovative projects**

- Department of EEE has established a Tech Exhibit Hall to exhibit the innovative projects done by the

students of EEE.

- Solar powered forest fire detection and mitigation (Secured 2nd position in National Level “Design Your Destiny” competition organized By CADD centre and received US \$ 400 cash prize and citation)
- Solar based water pumping using BLDC motor
- Hybrid power generation system
- Solar powered auto irrigation with smart fencing system
- IOT based smart agricultural automation system
- Design, Implementation and Comparative Analysis of Area Efficient Adder Architectures using m-GDI technique
- Classification and detection of oil spills using artificial neural network
- Eye movement and voice based system to control
- Solar powered automatic grass cutter
- Wi-Fi control disaster management in mining and natural calamities
- Tool life monitoring using programmable logic controllers
- Performance assessment of fly ash aggregate in concrete
- Mini Cultivating Bike
- Sky Line Drone
- Progressive collapse resistance of RCC flat slab building

File Description	Document
Any additional information	<a href="#">View Document</a>
Geotag the facilities and innovations made	<a href="#">View Document</a>

**3.3.2 Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years**

**Response:**

Workshops on IPR are conducted both as part of faculty development programs (all constituent colleges) and curriculum. An open elective course on IPR has been introduced for V semester students of Industrial engineering and management (course code 18ME5PE51). Workshops on technology trends, quality assurance and professional ethics are conducted for Engineering faculty and students.

Research methodology and detailed project report writing workshops are conducted for all faculty and Post graduate students during their induction to the program. Extensive sessions are held by in house and external experts on thesis writing skills as well as “how to do a successful research”.

Workshops on Good Clinical Practice and training of faculty in newer medical education technologies are conducted by the Medical Education Unit of Sri Siddhartha Medical College for faculty of Sri Siddhartha Medical College and Sri Siddhartha Dental College. The faculty of medical education unit is trained by resource persons of the recognized nodal center.

Faculty Research development programs include workshops on research methods and technology adaptations for advancement of research in health care and dental hygiene.

Pedagogical training programs are conducted for all faculties of constituent colleges, with an added emphasis placed on the newly recruited faculty and staff. This helps to inculcate the quality teaching and learning techniques as well as the connected ethics and values among the faculty.

Guest lectures are arranged by all constituent colleges wherein experts are invited to share their knowledge and expertise with the faculty and students. Continuing Medical Education and Dental Education programs are conducted by Sri Siddhartha Medical College and Sri Siddhartha Dental College respectively.

The laboratories at Sri Siddhartha Institute of Technology have been catering to the changes in the curriculum at par with the change in technological trends in the relevant disciplines. Modern equipment have been added to the laboratories so as to create the required ambience for students to conduct experiments and projects. A center of excellence is being established on skills lab with the support of BOSCH India Ltd. A CISCO supported laboratory has been established at the computer science and engineering departments which is used to conduct CISCO certification programs for the benefit of faculty and students.

To enhance the prospects of virtual experiential learning, SSIT has started a nodal center of virtual labs initiatives with the active support of NITK, Surathkal. This is aimed to create and maintain a web based remote virtual solution for engineering and sciences in learning laboratory / practical based subjects in a way similar to what NPTEL aims to do for theoretical subjects.

As a part of good clinical practice all the patients / clinical records are maintained as per the statutory requirements and faculty have been trained. Telemedicine consultation exposes our students to rural patients and helps in rural health care. Mortality meetings with clinical and pathological correlation are organized regularly.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link of the reports of the events	<a href="#">View Document</a>
Link for list of workshops/seminars on the above during the last 5 years	<a href="#">View Document</a>

### 3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

**Response: 24**

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	7	5	2	1

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	<a href="#">View Document</a>
List of teachers and details of the national/international fellowships awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response: 2**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

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

File Description	Document
Registration letter	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Contact details of the promoters	<a href="#">View Document</a>
Certified e- sanction order for the start-ups on campus	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

**3.4.1 The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

1. Research methodology with course on research ethics
2. Ethics committee
3. Plagiarism check
4. Committee on Publication guidelines

none of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

**Response:** All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of Ethics document	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>
Details of committee on publication guidelines	<a href="#">View Document</a>
Course content of research ethics and details of members of ethical committee	<a href="#">View Document</a>
Copy of software procurement for plagiarism check	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement**

**2. Salary increment**

**3. Recognition by Institutional website notification**

**4. Commendation certificate with cash award**

**E. None of the above**

**D. Any 1 of the above**

**C. Any 2 of the above**

**B. Any 3 of the above**

**Response: B. Any 3 of the above**

File Description	Document
Snapshots of recognition of notification in the HEI's website	<a href="#">View Document</a>
Policy on salary increment for the awardees	<a href="#">View Document</a>
Policy on Career advancement for the awardees	<a href="#">View Document</a>
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View Document</a>
Incentive details (link to the appropriate details on the Institutional website)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

**Response: 5**

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

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

File Description	Document
Technology transfer document	<a href="#">View Document</a>
List of patents/Copyrights and the year they were published/awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	<a href="#">View Document</a>

### 3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.



**Response: 0.42**

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
39	40	67	75	95

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
161	153	151	141	150

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	<a href="#">View Document</a>
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for research page in the institutional website	<a href="#">View Document</a>

**3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years**

**Response: 0**

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional Data in prescribed format	<a href="#">View Document</a>

**3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years**

**Response: 0**

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
List of names of publishers : National/ International	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 0

File Description	Document
List of the publications during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

### 3.5 Consultancy

**3.5.1 Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy**

Response:

Institution has a well established IPR policy to encourage creativity and innovation among faculty and students of all constituent colleges and to establish procedural guidelines to facilitate smooth transfer of inventions and discoveries to public and ensure that economic benefits arising are equitably distributed among institute/college, inventor's and other stake holders. A major portion of the revenue generated (60%) from IPR is shared with the faculty Inventor.

Capacity building activities for IPR are conducted both as part of faculty development (all constituent colleges) and also as part of curriculum, open elective for V semester students of Industrial engineering and management (course code 18ME5PE51). Workshops on technology trends, quality assurance and professional ethics are conducted for Engineering faculty and students.

Expertise of faculty is leveraged to develop consultancy activities. Students are also encouraged to participate in the consultancy activities which provide them with a unique opportunity to learn the skills of the trade from the experts. The consultancy cell at the department of Civil engineering, SSIT, is very active all through the year in various consultancy activities such as Soil testing, Material testing, New vehicle testing, Third party inspections, etc. the requisite training for faculty and staff to successfully carry out the consultancy activities is imparted periodically through training programs organized in collaboration with the concerned industrial organizations.

University conducts online webinars with renowned speakers from various disciplines participating in sharing their knowledge and experience with faculty and students. The registration fee and course fee collected are part of the consultancy fund developed at the university.

File Description	Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="#">View Document</a>
List of the training / capacity building programmes conducted during the last 5 years.	<a href="#">View Document</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="#">View Document</a>

### 3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

**Response:** 312

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
25	46	59	112	70

File Description	Document
List of consultants and details of revenue generated by them	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

**3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years**

**Response: 510**

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
119	102	98	104	87

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Photographs or any supporting document in relevance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of events / activities	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View Document</a>
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

**Response:** 40.11

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1243	1141	1205	1223	1497

File Description	Document
Reports of the events organized	<a href="#">View Document</a>
Geo tagged Photos of events and activities	<a href="#">View Document</a>

### 3.6.3 Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

**Response:**

Societal Concerns of the university is etched in the vision statement of our university “Enthrancing Education to reach the unreached”. Our faculties utilize all opportunities to engage with the society at large. Many a time our contributions are recognized by the society with admiration in the form of Awards

and appreciations.

We have received recognition awards from Private as well as Government agencies like Indian Red Cross society, Department of Health and Family Welfare, Government of Karnataka, Vision Group of Science and Technology, Govt. of Karnataka, Karnataka Council for Technical Upgradation, Govt. of Karnataka, Tata Consultancy, International Dental Educationalists Association and many other organizations.

Name of the activity	Name of the awards/ recognitions	Name of the awarding government agency/ other recognised bodies	Year of the award
Collage -QUEST-4	Second prize- certificate	International DentalEducationalists Association in Coorg Institute of Dental Sciences, Virajpet	2020
Quiz competition- QUEST 4	Third prize- certificate	International DentalEducationalists Association in Coorg Institute of Dental Sciences, Virajpet	2020
Teeth Arrangement competition- Prosthodontic day	Second prize- certificate	Rajrajeswari dental college, Bangalore on 20th of Jan 2020	2020
Dental Art competition- Prosthodontic day	Second prize- certificate	Rajrajeswari dental college, Bangalore on 20th of Jan 2020	2020
TCS - BEST STUDENT AWARD	Shiva Prasad M	Tata Consultancy Services	2018
TCS - BEST STUDENT AWARD	Naimesha	Tata Consultancy Services	2017
TCS - BEST STUDENT AWARD	Anjali Vargees	Tata Consultancy Services	2016
TCS - BEST STUDENT AWARD	Nitesh K R	Tata Consultancy Services	2015
TCS - BEST STUDENT AWARD	Shankar Gouda B H	Tata Consultancy Services	2015
Academic Project Competition	EEE students	CADD Center	2019
Educationalist & professional achievement for outstanding contribution in Specialization & continued association with Professional-Educational Initiatives	Dr.H.V.Jayaprakash	The Society of Innovative Educationalist & ScientificResearch Professional, Chennai & Innovative Scientific Research Professional Malaysia	2020

Pradhan Mantri Swasthya Yojna	Dr Dhananjay	Directorate of Health and Family welfare Services, Karnataka	2017
Pradhan Mantri Swasthya Suraksha Yojna	Dr.Dwarakanth	Dist. Health & Family welfare Department, Tumkur	2018
School screening in Hirehalli in association with red-cross society.	Dr.Rahana	Red-cross society	2020

File Description	Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	<a href="#">View Document</a>
Link for list of Government/other recognized bodies that have given the awards	<a href="#">View Document</a>

**3.6.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years**

**Response:**

SSAHE with the Vision of “Reaching the Unreached” encourages the staff of constituent colleges to involve themselves in social service and to support development of local community.

Digital library services have been provided to the rural libraries and free medical and dental healthcare to the rural population in the serving district, thus ensuring the supportive healthcare to these economically challenged strata of the society.

Groundwater replenishment activity in the neighboring villages has been undertaken, wherein lake rejuvenation with water harvesting pits was dug in the lake bed. This activity has helped to increase the groundwater level and provide sufficient water for drinking purpose in the surrounding village bore wells and open wells.

Most of extension programs are a part of the field practices at Urban Health Training Centers (UHTC) and Rural Health Training Centers (RHTC). These are utilized as training programs for the postgraduates who are posted regularly at these centers as per their academic curriculum. Interns are posted on rotational basis in health centres as a part of rural and urban health postings for Compulsory Rotatory Residential Internship. Undergraduate and postgraduates students of MBBS / BDS, Nursing, are taken for field work in the community as a part of their training. Services at PHCs- Specialty services are provided by the Assistant professors, postgraduates and the interns at the rural and the urban health centers regularly on the scheduled days.



Participation of students in national health programs like Pulse polio, school health camps, Blood donation camps, ophthalmic camps under DBCS, cervical cancer screening camps under Pradhanmantri Swasth Suraksha Yojana and regular medical and surgical screening camps from the institute helps the institution to promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development.

Curricular components of community services inculcate the spirit of student participation in all these activities at the field level. Such components are included in the courses for UG and PG. Enrichment of student is also brought about by the social activities. Helmet awareness program instilled with the help of district administration has helped in decreasing the number of head injuries.

Cancer awareness and tobacco cessation camps are held in nearby rural areas that contribute to creating awareness among the rural population about ill effects of tobacco usage and its implications as well as early detection of oral cancer. National tooth brushing programs and oral hygiene awareness camps held for school children as well as urban population of Tumkur inculcates a need to maintain good oral hygiene and awareness about oral care.

As an active agent of social change, these voluntary actions are among the many that help in creation of a culture of social responsibility in our society through a myriad of activities that address both our own competitive interests and philanthropic welfare of the society as a whole.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

**Response:** 73.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
35	147	90	77	17



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified Copies of collaboration documents	<a href="#">View Document</a>
Link with collaborating Institutional website	<a href="#">View Document</a>

**3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.**

**Response:** 62

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 62

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the functional MoUs with Indicating the start date and completion date	<a href="#">View Document</a>
e-copies of linkage-related Documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

##### Response:

##### Sri Siddhartha Medical College

- Sri Siddhartha Medical College is located in the outskirts of Tumkur, with a campus area of 223 acres. It has good infrastructural facilities, separate departmental blocks, hospital and OPD blocks to cater the needs of patients and also facilitate teaching and learning process.
- The Institution has a built-up area of 130134sqm which provides academic research, administrative, residential, examination and other facilities for curricular and extracurricular activities.
- The infrastructure of the Institute is suitably designed and well-furnished with separate and adequate structures for Classrooms, Seminar halls, Office space, Laboratories, Library, Student Amenities, Faculty Rooms, Guest Houses and Residential Facilities for students and faculty.
- The Institution has Lecture halls according to MCI Norms and equipped with Audiovisual, LCD projector and also conventional teaching facilities.
- The Laboratories are constructed in such a way that both safety and comfort zone is created. They are well equipped with latest and well-functioning equipment's. Adequate and continuous supply of water, electricity, gas and ICT needs are available for smooth functioning.
- The campus and buildings are provided with HT facility and are supported by 24x7 uninterrupted power supply using generator.
- Separate transport facilities are provided for students, faculty and staff members. 04 buses, 02 minibuses, 02 vans and 5 MUV's are provided for transport required for various academic events as well as for service needs.
- The Institution has one of the best Libraries with e-learning and teaching resources for students, teachers, researchers and visitors. The library committee allocates budget every year to ensure that latest editions of books and journals are available as per the requirements. Book bank facility is given for economically backward students.
- The physical infrastructure and laboratories are judiciously and optimally used.
- Seminar halls and smart class rooms are mutually used by all the departments for conducting various academic programs.
- Library is kept open on holidays/extended hours for all the registered users.

##### Sri Siddhartha Dental College

- Sri Siddhartha Dental College and hospital is a part of Sri Siddhartha Academy of Higher Education, located at Agalakote road, Tumkur, which has a campus area around 25.21 acres.
- The Institution has separate buildings to facilitate the conduction of various academic, research, training and extension activities associated with the teaching and learning processes with a built-up area of 73286sqm.
- We have 04 classrooms, out of which one is enabled with ICT and Wi-Fi connection having seating capacity of 60. Each department has separate seminar room equipped with overhead projector and every department has adequate number of dental chairs and necessary equipment's.
- Out patients are treated by the students and smooth clinical learning process is monitored. We have

well-equipped mobile dental van where students are posted to serve needy population in urban and rural centers to experience community-based learning.

- Dental awareness programs are conducted at schools which helps, the student to understand real scenario outside the college campus and also how to face and overcome the hurdles of community oral health related issues.
- Respective departments have well equipped laboratories to fulfill the necessities of patients and students. For Skill labs, we have separate metal ceramic lab for Prosthodontics department and Conservative department. Both the departments have separate phantom head labs with seating capacity of 40 each to teach preclinical operative and preclinical prosthodontic exercises for undergraduates and separate phantom head lab for postgraduates in prosthodontic and conservative department to undergo preclinical exercises. All the facilities are adequate as stipulated by the appropriate regulatory bodies.

### Sri Siddhartha Institute of Technology

- SSIT is spread over 45 acres campus with a built up area of 45506sqm having a well-designed infrastructure.
- The infrastructure facilities have been added as per requirements, with all the departments having State-of-the-art laboratories.
- Each department has its own computer center, seminar hall, library, laboratories, etc. The class rooms are well-furnished and equipped with black boards and LCD projectors. Care has been taken to provide individual facilities for the laboratory courses in all the departments.
- To facilitate the Research & Development activities, a separate research cell has been setup headed by a faculty of Professor cadre working as the Research Coordinator. The University to which the college is a constituent part supports research activities in the campus through part time and full time Ph.D. programs. There is sufficient number of computing facilities to ensure the required ambience for potential research.
- In addition to the above, the campus has common room, separate washrooms for men/women, students and staff, HOD rooms, faculty rooms and staff rooms.
- The college houses a central library with enough number of titles and volumes catering to Under Graduate, Post Graduate and Research programmes. The Geodesic glass domed Library situated at the entrance of the campus enhances the beauty of campus and the city. There are about 2400 students studying in the Institution and the usual working hours of the Institution is 9am to 5pm.
- The laboratories, Research & Development facilities are kept open up to 8pm for the benefit of staff and students for academic and research purposes. The central library is kept open from 8am to 9pm, on all working days. On Sundays and holidays, the library is open from 8am to 2pm. During examination time, library and canteen facilities are extended till midnight 12pm.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for teaching- learning and skills acquisition facilities in the Institution	<a href="#">View Document</a>
Links for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

##### Response:

##### Sri Siddhartha Medical College

The Institution provides ample opportunities for the students to take part in all indoor and outdoor sports activities. The Institution provides the facilities for playing and practicing various games like volleyball, football, cricket, basketball, kabaddi, kho-kho, table tennis etc. Two well-equipped gyms are functioning and kept open throughout the day.

Conducting Inter-Departmental, Inter-Collegiate and Inter-University tournaments are regular features of the constituent college/university.

##### Outdoor Infrastructure facilities:

Facility	No.
Athletics Track (400 mts)	1
Basketball Court	1
Shuttle Badminton Court	1
Kabaddi Court	1
Kho-Kho Court	1
Football Field	1
Tennis Court	1
Volley ball Court	2

##### Indoor Infrastructure facilities:

- Fitness Centre for Men –With multi gym one set, bicycle elliptor - one, Table tennis - one, Bouncing ball -one, Bicycle elliptor - Two
- Fitness Centre for Women -With Multi gym one set, treadmill-one, bicycle elliptor - one, Table tennis - one, Bouncing ball - one and sport rower - one
- Table tennis - 1 Table
- Carom board - 4

##### Sri Siddhartha Dental College

SSDC Sports committee conducts sports events annually (Indoor and outdoor games) for under graduate and post graduate students, teaching and non-teaching staff.

There are facilities for indoor games such as:

- Chess
- Badminton
- Carom

Sports room is located within the SSDC dental college. It comprises of 500 square feet and provides provision for indoor events such as chess and carom board. The badminton court is located at SSAHE NRI hostel, Heggere.

The outdoor events such as cricket, football, volleyball, throw ball, 100m sprint, 400m relay, 1800m marathon, shot put, javelin throw, and tug of war are conducted at SSMC playground located within SSMC campus.

### Sri Siddhartha Institute of Technology

The college has four Auditoriums and an open-air theatre. The college has playgrounds for various sports and games, Athletic track, Cricket ground, football ground, basketball ground, Shuttle Badminton, Table Tennis and a Fitness centre (Gym).

Annual Sports Meet is conducted where students and staff participate in various indoor and outdoor games.

The institute has a Yoga center for students and staff. A well-qualified yoga trainer (Faculty of Mechanical Engg.,) will conduct yoga classes regularly and periodic yoga nature camps are organized.

At the hostels for boys as well as girls, in all the institutions under SSAHE, there are indoor game facilities for table tennis, chess, carom, etc. Annual sports and cultural meet (Kalotsava) are organized to bring out the hidden talents in the students of all the institutions.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Available sports and cultural facilities : geotagging	<a href="#">View Document</a>

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

##### Response:

##### Sri Siddhartha Medical College

- SSMC campus has hostel facilities for both boys and girls and also have separate hostels for post graduate students and NRI students
- Since it is a big Campus, the compound wall is erected all around the campus with few gates. The institute has good roads connecting all the departments, library, hostels and staff quarters. The street lights will give adequate light throughout the campus. We have provided 42 security points and are well trained from a reputed agency. The main gate will be closed after 9.00pm and only the

patients to the hospital are allowed. All the hostel gates will be closed by 9.30pm.

- Campus has nationalized bank, post office, canteen, 24x7 continuous water supply to the campus from ground water source and public water supply from Hemavathi River. The Institution has waste water treatment plant for reuse of water for Gardening and other purposes.
- The campus and buildings are provided with HT facility and are supported by 24x7 uninterrupted power supply using generator.

### **Sri Siddhartha Dental College**

- SSDC campus has hostel facilities for both boys and girls and also have separate hostels for post graduate and NRI students
- Each hostel provide facilities like boarding, lodging, indoor games, newspaper/magazines, reading rooms, visitors room, common prayer/recreation halls, television, telephones, computers with internet access, separate kitchen, and dining hall etc., to ensure comfortable living for all students in all the hostels. In case of emergencies, doctors, medical facilities, and transportation are also provided. The security is ensured for 24 hours.
- Each building has an office room, common room, wash/rest rooms separately for men/women, students and staff. In addition, to this our institution has a cafeteria and canteen facility to serve food/refreshments to students and staff.
- Locker facilities for staff, UG and PG students have been provided.

### **Sri Siddhartha Institute of Technology**

- The campus has a very good green aesthetics with well-maintained Garden. The campus is self-sustained with water obtained from 5 bore wells in the campus and supplemented by Municipal water supply. Garden is well maintained using the treated water obtained by Sewage Treatment Plant. Campus contributes to Rain water harvesting such as roof top harvesting, recharging of bore-wells and ground water recharge.
- The campus has Vermi-compost facility which helps to be self-sufficient in respect of manure required for gardening. Institute is having incinerator to dispose of solid waste. The institute follows a well-structured process for e-waste disposal.
- Other general campus facilities are as follows:
  - Bank with ATM
  - Post Office
  - Full-fledged Health Centre
  - Cooperative Society
  - Canteen/ Coffee / Chat Centre
  - Laundry
  - Forums / Clubs for co-curricular and Extra-curricular activities
  - Reprographic facilities
  - RO Water facility
  - Ladies Waiting Room
  - Recreation Lounges
  - Guest house
  - Language Laboratory
  - Community Radio Centre
  - IGNOU study center

- Entrepreneurship Development Cell (EDC)
- Training and Placement Cell
- Vocational Training Centre
- Consultancy Activities Cell
- Central Campus Maintenance Unit (Estate office)
- Vehicle Parking Area

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

**Response:** 35.69

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2019-20	2018-19	2017-18	2016-17	2015-16
1987.25	537.74	1329.65	1732.62	4281.19

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of budget allocation excluding salary during the last five years	<a href="#">View Document</a>
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	<a href="#">View Document</a>

## 4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

**Response:**

**Sri Siddhartha Medical College**

- Number of beds :  $740+127= 867$
- Number of specialty services :10
- Number of super-specialty services :4
- Number of beds in ICU/ ICCU/PICU/NICU, etc.,
  - ICU= 7
  - ICCU=7
  - BURNS ICU=10
  - SICU= 5
  - PICU=8
  - NICU=7
- Number of operation theatres : $10+1= 11$
- Number of diagnostic service departments:

#### Biochemistry, Pathology, Microbiology, and Radiology department

- Clinical laboratories:

#### Central Lab, Echo, TMT, EEG, RNTCP and HIV

- Service areas:
  - **Laundry**- we have both automated and semi-automated washing machines, dryers.
  - **Kitchen** – we are providing free food for patients.
  - **CSSD** – separate CSSD for the wards and other areas, apart from OT and we have autoclaves as well as Eto machine.
  - **Backup power supply** –8 generators at different places in the campus to provide uninterrupted power supply for the whole campus.
  - **AC plant**- present in the OT complex, Library and Radiology department.
  - **Manifold rooms** – available
  - **Pharmacy services** – available near the casualty
  - **Blood bank services**- available including cell separator
  - **Ambulance services** –2 ambulances
  - **Hospital pharmacy services**- Available in the hospital building
  - **Drug poison information service** – not available
  - **Pharmacovigilance** – Pharmacovigilance committee has been formed, along with ADA reporting center is existing.
  - **Mortuary, cold storage facility** – Available and functioning

#### Sri Siddhartha Dental College

The institution has all the physical ambience for the faculty in terms of adequate research laboratories, computing services and allied support services. Access to consumables, support services is uninterrupted with back up. Full time security services and on-site maintenance staff ensure a comfortable and secure working environment.

The institution has been providing necessary laboratory facilities for each department:



- **Pediatric Dentistry** —The laboratory in this department includes an acrylisation machine, trimmer, polisher, vibrator, dental plaster/stone dispenser, heavy-duty straight hand piece, and soldering gun.
- **Orthodontics** —The laboratories contain a Hydro Solder Unit, Torque Angulation Device (TAD), Bracket Positioning Device (BPD), Bio star machine, dental plaster/stone dispenser, ODENT dental software.
- **Prosthodontics** — Welding Unit, Ceramic Furnaces, Burnout Furnaces, Laboratory Composite Light Curing Unit, Sand Blasting Machines, Acryliser, De-Waxing Unit, Preclinical Workstations, electro polisher, surveyor, induction casting machine. Stereo microscope, working loops.
- **Oral Pathology** —Routine processing and staining set up, Student Monocular and binocular microscopes, Research microscope, Microtome, image analyzer.
- **Conservative Dentistry and Endodontics**—Kavo Phantom Heads and Workstations (33 Nos.), Radiovisiography (RVG), operating microscope.
- **Oral Implantology** —Phantom Head Workstations (12 Nos.) with all attachments for implant simulation procedures, Surveyor, Short cycle autoclave, X-ray machine.
- **Oral Medicine and Radiology**-Digital OPG, skull workstation for IOPA with chair attachment.

### Sri Siddhartha Institute of Technology

The Institute has different disciplines. Each of these departments has different laboratories according to the academic requirements and as stipulated by the regulatory authorities. Time to time these laboratories are updated and upgraded with required equipment. These laboratories serve the purpose of academic, research and consultancy requirements. The equipment are maintained, repaired and replaced as and when required.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="#">View Document</a>

**4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.**

**Response:**

### Sri Siddhartha Medical College

SL. NO.	YEAR	OPD	OPD AVG/DAY	I.P. NO. OF Admissions	IP IPD AVG/DAY	BOR%	

1	2015	598112	1639	29797	81.6	83	
2	2016	610159	1667	35878	98.0	86	
3	2017	585083	1603	37432	102.6	86	
4	2018	587740	1610	37893	103.8	87	
5	2019	609559	1670	38785	106.3	86	

**Sri Siddhartha Dental College**

Year	Outpatient statistics	Inpatient statics	
2015-16	102362	96	
2016-17	106465	99	
2017-18	94902	88	
2018-19	85103	97	
2019-20	52175	84	

**Number of UG & PG students graduated year-wise during the last five years**

Year	2019-20	2018-19	2017-18	2016-17	2015-16
Number	155	206	207	249	221

**SRI SIDDHARTHA MEDICAL COLLEGE & HOSPITAL****Academic PROGRAM /Courses OFFERED & Seat Matrix****MEDICAL****Under Graduate Programme**

Medical UG Course	Total Intake
MBBS	150

**Post Graduate Programme**

S. No.	Medical PG Courses - MD/MS	Total Intake
<b>Pre- Clinical (Non-Clinical)</b>		
1	MD Anatomy	02
2	MD Physiology	03
<b>Para – Clinical ( Non-Clinical)</b>		
3	MD Pathology	02
4	MD Microbiology	02
5	MD Community Medicine	02
<b>Clinical</b>		
6	MD General Medicine	04
7	MD Paediatrics	04

8	MD Anaesthesia	04	
9	MD Radio- Diagnosis	04	
10	MD Dermatology & STD	01	
11	MD Psychiatry	02	
12	MS OBG	05	
13	MS Orthopaedics	05	
14	MS ENT	03	
15	MS General Surgery	03	
16	MS Ophthalmology	03	
	<b>Total Seats</b>	<b>49</b>	

**SRI SIDDHARTHA dental COLLEGE & HOSPITAL****DENTAL****Under Graduate Programme**

Dental UG Course	Total Intake
BDS	40

**Post Graduate Programme**

S. No.	Dental PG Courses - MDS	Total Intake
1	Conservative Dentistry & Endodontics	02

2	Oral & Maxillofacial Surgery	02	
3	Orthodontics & Dentofacial Orthopedics	02	
4	Periodontology	02	
5	Paedodontics & Preventive Dentistry	02	
6	Prosthodontics and Crown & Bridge	02	
7	Oral Pathology & Microbiology	02	
	<b>Total Seats</b>	<b>14</b>	

**SRI SIDDHARTHA INSTITUTE OF TECHNOLOGY****ENGINEERING & TECHNOLOGY****Under Graduate Programme**

S. No	Under Graduate B.E Courses	Total Intake	
1	Civil Engineering	120	
2	Computer Science & Engineering	120	
3	Electrical & Electronics Engineering	120	
4	Electronics & Communication Engineering	120	
5	Industrial Engineering & Management	40	
6	Information Science & Engineering	120	
7	Mechanical Engineering	60	
8	Medical Electronics Engineering	30	
9	Telecommunication Engineering	60	
	<b>Total Seats</b>	<b>790</b>	

**Post Graduate Programme**

S. No	Post Graduate M.Tech / MCA Courses	Total Intake
1	Digital Electronics (Electronics & Communication)	09
2	Thermal Power Engineering (Mechanical Engineering)	09
3	Computer Aided Design of Structures (Civil Engineering)	18
4	Product Design Manufacturing (Mechanical Engineering)	09
5	VLSI & Embedded system (Electronics & Communication Engineering)	18
6	Computer Science & Engineering	18
7	Computer Applications in industrial drives (Electrical & Electronics)	18
8	Master of Computer Applications (MCA)	60
	<b>Total Seats</b>	<b>159</b>

**Sri Siddhartha Academy of Higher Education, Tumkur****RESEARCH PROGRAMMES**

Program Code	S. No	Research Programmes
RP01	1	Civil Engineering
RP02	2	Computer Science & Engineering
RP03	3	Electrical & Electronics Engineering
RP04	4	Electronics & Communication Engineering
RP05	5	Mechanical Engineering
RP06	6	Physics

RP07	7	Chemistry	
RP08	8	Mathematics	
RP09	9	Anatomy	
RP10	10	Microbiology	

File Description	Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="#">View Document</a>

#### 4.2.3 Availability of infrastructure for community based learning

- 1.Attached Satellite Primary Health Centers
- 2.Attached Rural Health Centers available for training of students
- 3.Attached Urban Health Centre for training of students
- 4.Residential facility for students / trainees at the above peripheral health centers / hospitals

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

**Response:** Any 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of Health Centers	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting

Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /institution E. GLP/GCLP accreditation.

E. Any One of the above

D. Any two of the above

C. Any Three of the above

B. Any Four of the above

**Response:** E. Any One of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

- The library is having a total seating capacity of around 1500 (SSMC, SSDC & SSIT). It is a semi air-conditioned modern Library with a carpet area of about 1945 Sq.mt (SSIT).
- The library services are available during the working hours of the library. On working days 8am to 9pm, days before examination 8am to 11pm, during examination 8am to 12pm and on holidays 9am to 2pm
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
- The library provides a range of study spaces from a noisy open group study at one end to the single silent open and close study space at the other end. Library has ensured access to a very large number of computer stations and study spaces.
- Library has computer work stations to provide Internet services to the faculty, research scholars, and students.
- The internet services are available during the working hours of the library.
- In addition to Internet/Online facilities in Library, desktop access in various departments and multi-user access at Central Computer Unit are also setup.
- The departments and the library reading areas have Wi-Fi connectivity.
- Students having laptop can browse in the lounge areas of the library.
- The Institution has displayed floor plan. Adequate sign boards and Fire Extinguishers are installed in each floor. Personal assistance is provided by the library staff to assist the differently-abled persons in utilizing the library resources effectively.
- The central library is well equipped with modern facilities including Wi-Fi technology and Closed-Circuit Television System (CCTV).



- It is a five-storey building (SSIT) with space for conducting group discussions, separate reading hall for Staff and Students, e-Library, Reference hall and stacking area, news paper section, etc.
- Content management system for e-learning.
- Automated with standard library software package-NewGenLib. NewGenLib is declared as free and open-source under GNU GPL. It is customized and AMC service is offered by Verus Solutions Pvt. Ltd. All transactions are fully computerized, barcode scanners are used for transaction of books with open access system.

#### Features of NGL

1. Functional Modules are completely web based.
  2. International metadata and interoperability standards.
  3. Users Open Source Components.
  4. OS independent-windows and Linux.
  5. 23,950 clients for federated search.
  6. Nature and Extent of automation.
- The Institute has similarity check software, 'Turnitin', to facilitate researcher to check the plagiarism themselves before submitting their thesis or articles to the concerned authorities. This has helped to maintain the required quality of the thesis submitted by the research and PG students of the University.
  - In addition to the wellstocked Central Library, each department of the Institution has its own Library to supplement access and issue of books to the students.
  - There is a separate book bank facility for the welfare of the socially weaker section students as per norms.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Geotagged photos	<a href="#">View Document</a>

**4.3.2 Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines**

**Response:**

**Sri Siddhartha Medical College**

**Print (Books, back volumes Journals and thesis)**

Books - 24669

Peer reviewed journals - 345

Back volumes of journals - 7669

**Average No. of books added during the last three years:3029**

**Non Print (Microfiche, AV):**Available at library

CDs/ DVDs	762
Databases	02
Online journals	902
Audio-visual resources	170

**Special collections (Eg. Text books, Reference books, standards, patents)**

Text books	18415
Reference books	8466
Book titles	9024
Standards	nil
Patents	nil

### **Sri Siddhartha Dental College**

Total Number of Text Books	3626
Reference Volumes	438

### **Sri Siddhartha Institute of Technology**

Total Number of Text Books	91252
e-books	31,36,509
Journals (Print and online)	6237
Magazines	402

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for library acquisition data	<a href="#">View Document</a>

#### 4.3.3 Does the institution have an e-Library with membership/subscription for the following:

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

Any One of the above

Any two of the above

Any Three of the above

Any four of the above

**Response:** Any One of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View Document</a>
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	<a href="#">View Document</a>
Details of e-resources with full-text access	<a href="#">View Document</a>

#### 4.3.4 Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

**Response:** 6477523.8

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
3384335	6819800	1227119	684730	20271635

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	<a href="#">View Document</a>
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3.5 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala**  
**None of the above**

**Any One of the above**

**Any Two of the above**

**Any Three of the above**

**Response:** Any Two of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links to documents of e-content resources used	<a href="#">View Document</a>
Give links e-content repository used by the teachers / Students	<a href="#">View Document</a>

## 4.4 IT Infrastructure

### 4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

**Response:** 52.34

#### 4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

**Response:** 67

#### 4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

**Response:** 128

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 4.4.2 Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

**Response:**

#### Sri Siddhartha Medical College

SSMC will continue to invest in and enhance server and new strategy so that the physical IT infrastructure in the University has the capacity, flexibility, resistance and capability to reliably and securely deliver the range and scale of IT solutions that strengthens the student's learning and experience.

Also, continue to research and develop technology to facilitate access to IT services that will be delivered across a range of technology platforms. This will result in the break down technology barriers and provide a wider range of options through which students can access services both on and off campus.

#### Sri Siddhartha Dental College

The budget provision for minor maintenance and upgrading of computers are maintained by Siddhartha Dental College office and further purchase and upgrade process is maintained by college management- Sri Siddhartha Academy of Higher Education. Training programs are designed to help faculty to upgrade the teaching methods and find resources on the Internet and to assist them in preparing data. E.g.: SSDC

Dental College and Hospital faculties have been assisted by the Hospital Patient Management System service provider periodically to train and upgrade the teaching methods. Each Constituent College has organized course specific learning sessions, library skills classes, demos of online database to expertise in preparing the required lecture materials.

### Sri Siddhartha Institute of Technology

The Institute IT facilities have been updated regularly, each year, with computers and LAN, internet provided for the laboratories and class rooms, subsequently upgraded to Wi-Fi. LCDs provided for seminar halls are extended to class rooms also. The traditional library is upgraded to Wi-Fi enabled digital platform with secured passwords for all staff and students. Many learning and application softwares are added to different disciplines of engineering which are essential parts of academics and research activities of the Institute.

The internet facility in the campus is provided 24x7, all through the year with 250Mbps leased line, both for students and staff members. A standalone central computer center has been established at the premises of the training and placement section housing 65 computers with internet connection and ups. This caters to the needs of placement section, departments and for any kind of online activities such as online classes, tests, examinations and evaluation, as needed. Proper security measures have been taken care of as per standard norms. Students are encouraged to use the facility to complete their assignments, quiz, seminars, project discussions, etc., conveniently online as required by the curriculum.

There is a dedicated Online Student Information System (SIS), “Gurukul”, catering to creation of database of students in respect of admissions, fee paid, academics and examinations. It is serving as a secured platform to prepare marks cards and certificates as required. Access has been provided to all the stakeholders including parents. Feedback system and OBE analysis has been inbuilt with this software.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for documents relating to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

**?1 GBPS**

**500 MBPS - 1 GBPS**

**50 MBPS-250 MBPS**

**250 MBPS-500 MBPS**

**Response:** 250 MBPS-500 MBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Annual subscription bill / receipt	<a href="#">View Document</a>

#### 4.4.4 Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

**Response:**

##### **Sri Siddhartha Medical & Dental College**

- Use of Student Management System to access class schedule, student test scores, grades etc.
- The institute subscribes to over hundreds of full text electronic journals which are available to all staff and students.
- Online lecture capture system to provide students with campus wide access to lecture materials from their device of choice.

##### **Sri Siddhartha Institute of Technology**

- The Institute campus has Media center, which houses community radio, Television studio, video editing laboratory, and Language lab.
- Radio Siddhartha is the first community radio station in Tumakuru. The main objective of Radio Siddhartha is to assist the neighborhood community comprising of students, teachers, public and mainly the farmers.
- Language laboratory enables language learning by human interaction with mechanical assistance. It is CALL based (Computer Assisted Language Learning), functioning as multimedia lab for all the students.
- The Institute is one among the few institutes in South India to offer a full-fledged Apple iMac based multimedia lab. It helps the students and faculty to familiarize themselves with Mac OS and provides them exposure to the state of art editing software Final Cut Pro (FCP).
- The Institute has a modern television studio which enables the students and faculty to develop useful teaching and learning resources.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for the e-content development facilities	<a href="#">View Document</a>
Links for Geo-tagged photographs	<a href="#">View Document</a>

## 4.5 Maintenance of Campus Infrastructure

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

**Response:** 63.18

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
3171.63	2889.53	2841.05	2857.59	3255.76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details about approved budget in support of the above	<a href="#">View Document</a>
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

### 4.5.2 There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

**Response:**

- There is an exclusive Estate Office headed by an Estate Officer of the SSAHE, of the rank of a Professor cadre. The maintenance works are monitored based on the requirement of the departments which will come routed through the principal and maintenance register has been kept and maintained for having attending the maintenance works.
- The maintenance labor force is monitored regularly through the Register kept at the Estate office and maintained.
- 10% of the building cost is kept for maintenance of the buildings including Painting, water supply, sanitary repair works, electrification works like changing of unserviceable tube lights, street lights, geysers etc.,
- The mechanics will look after the equipment's provided to each department and maintained. The



mechanic is in regular contact with the company of purchase and the company's designated mechanics will also assist to overcome the problems.

- The estate manager will look after the whole campus and instructions issued regularly, maintenance of lawns, trees, watering of the plants and nursery regularly for effective maintenance.
- This office takes care of all the repair and maintenance of physical and academic support facilities, through the various sub teams as listed below:
- Generator Maintenance: The generator is periodically fuelled and maintained with a log book. Servicing is done through authorized service centers as and when found necessary.
- Electrical Maintenance: Institute has a huge requirement of electricity for hostels, canteen, laboratories etc., and the institute is having 2 HT stations to cater the above needs. An in house maintenance team looks after the maintenance of electrical services.
- Air conditioning Maintenance; The institute possess air conditioned system for computer laboratories, seminar halls and administrative wings. Periodical maintenance is done through annual maintenance contracts (AMC)
- Vehicle maintenance: vehicles are maintained periodically and log book is maintained for each vehicle. A well-qualified mechanical /automobile engineer (faculty of Mechanical) is looking after vehicle maintenance under estate office.
- Garden maintenance: Institute is having a very rich lush green garden maintained by in-house team. The garden is maintained by a qualified horticultural assistant under estate office.
- Laboratory Maintenance: The laboratory maintenance is done by respective departments under the guidance of HOD, supervision is done by in charge faculty and staff. Laboratory Facilities are utilized as per curriculum, requirements and for R&D and consultancy activities.
- Sports facilities: Institute is having both indoor and outdoor games facilities and Gym, these facilities are maintained by Physical Education Director. The above facilities are utilized by both students and staff.
- Computer and internet facilities: The computer maintenance and internet maintenance is done by an in-house team (Qualified system Analyst) and all the computing facilities are covered under AMC.
- Classrooms and Seminar Halls: The classrooms and seminar halls are maintained by in-house housekeeping system.
- Basic Amenities Maintenance: The basic amenities such as RO water for drinking, maintenance of washrooms, security personnel, canteen and cafeteria, cooperative society, laundry, guest house, etc; are maintained by the Estate Office on regular basis.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for minutes of the meetings of the Maintenance Committee.	<a href="#">View Document</a>
Links for log book or other records regarding maintenance works.	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

**Response:** 46.81

##### 5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1818	1215	1861	1841	682

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	<a href="#">View Document</a>
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of sanction letters from the University / non-government schemes	<a href="#">View Document</a>
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>

#### 5.1.2 Institution implements a variety of capability enhancement and other skill development schemes

- 1.Soft skills development
- 2.Language and communication skill development
- 3.Yoga and wellness
- 4.Analytical skill development
- 5.Human value development
- 6.Personality and professional development
- 7.Employability skill development

Any 3 of the above

Any 4 of the above

Any 5 of the above

Any 6 of the above

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of capability enhancement and skills development schemes	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to institutional website	<a href="#">View Document</a>

### 5.1.3 Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.

**Response:** 5.63

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
220	125	107	126	303

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Program/scheme mentioned in the metric	<a href="#">View Document</a>
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	<a href="#">View Document</a>
Institutional Data in Prescribed format	<a href="#">View Document</a>
Copy of circular/brochure of such programs	<a href="#">View Document</a>

#### 5.1.4 The institution has an active international student cell

##### Response:

##### SSMC, SSDC & SSIT:

The Institutional International Student Cell is headed by a Prof. Dr. GN Prabhakara, Vice Principal of SSMC and Dr. Baratheesh J.V., Vice Principal of SSDC is responsible for:

1. International student Admissions Campaign, Marketing and Enrolment.
2. International student Welfare including Student Housing requirements is provided in the campus for ensuring safety and security including and travel support where needed.
3. Our institution supports students in procedures like Visa and registration with FRRO (Foreign Residents Registration office) in order to ensure necessary clearances from the Ministry of External Affairs.
4. The institution provides various programmes in order to orient and sensitise the international students towards the law of the land, legal requirements and food habits. Safety and security measures are undertaken strictly and ensured that they abide by the rules during their study in the institution.
5. Periodic health checkup and health care needs is provided to the international students. Counselling sessions and Yoga classes are regularly conducted to combat mental health issues and stress management.
6. The institution constantly maintains communication with Embassies in India from the countries which the students have immigrated from and also with the sponsoring agencies and funding agencies and the nodal persons in the governments from the countries from which the students are admitted.
7. Constant monitoring and mentoring from day-one after admission is taken over by the HODs of individual departments in order to keep a check on their academic performances. The faculty takes responsibility in coordinating with parents / sponsors with regard to their academic progression.
8. Sports is encouraged for physical well-being in the gyms and play grounds provided in the campus.

9. The students are encouraged to take part in cultural festival celebrations of various diversities to join with the students in the campus in order to bring about cultural awareness, sensitisation and tolerance towards other Races, Religion and Cultures.

10. Monitoring the payment of fees due for the academic program enrolled, housing and other assured payments by the students, sponsors and funding agencies.

International Students Cell is headed by Prof. Dr. GN Prabhakara, Vice Principal of Sri Siddhartha Medical college and Prof. Dr. Baratheesh J.V., Vice Principal of Sri Siddhartha Dental college who with the supporting staff, provide International Student Services.

For any further information please log in to

<https://www.sahe.in/assets/pdf/nri-admission-policy.pdf>

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for international students' cell	<a href="#">View Document</a>

**5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging**

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

**Response:** All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )**

**Response:** 33.96

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
60	64	55	77	63

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
156	225	175	195	197

File Description	Document
Pass Certificates of the examination	<a href="#">View Document</a>
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

**Response:** 36.84

#### 5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
210	302	219	271	304

File Description	Document
Self-attested list of students placed/self-employed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.2.3 Percentage of the graduates in the preceding academic year, who have had progression to higher education.

**Response:** 9.13

#### 5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

**Response:** 64



File Description	Document
Supporting data for student/alumni in prescribed format.	<a href="#">View Document</a>
List of students who have progressed to Higher education preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years

**Response:** 78

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
27	23	11	8	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters and certificates.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Student council plays a vital role in developing, promoting of student activities, improving quality of student's life and fostering greater interaction with the students and well-being of the students.

A Student Council will set its own objectives like-

- To enhance communication between students, staff and management.
- To promote an environment conducive to educational and personal and overall development
- To promote friendship and respect among junior and senior pupils
- To support the management and staff in the overall development of the college



### The Student Council and the Management

- Establish and maintain procedures for the purpose of informing about the activities in the college at the time of joining by organizing the orientation day programs.
- Encourage and help students to set up a Student Council and shall assist a Student Council and actively involve them in various curricular and co-curricular activities of the college through out their stay in the college.
- Draw up rules for the establishment of a Student Council which shall provide for the selection of members and the dissolution of a Council.
- Management will give active support to the student council. This could involve designating a student advisor in the college to communicate with the Council and assisting the Council in drawing up a constitution and in planning and organizing its activities.

### The Student Council and the Principal

- The role of the Principal is of central importance in the establishment and operation of a Student Council. In Assisting the Management in the development of college policy, and in working with teachers and to implement it at the day-to-day level, the Principal is centrally placed in all aspects of the college's operations.

### The Student Council and Teachers

- Developing spirit of partnership and co-operation between a Student Council and teachers has benefits for both. The Student Council can play an important role in recognizing and supporting the work of teachers.
- It is generally desirable for a member of the teaching staff to attend the meeting of the Council. The support and guidance offered by a teacher will be very useful to a Council when planning its activities, and help to build a co-operative and good working relationship between the students and staff of the college.

The office bearers of the student council are be elected/selected by the class representatives on the same day of CR Election.

Principal being chairman of the council, The council consists of

- 1.Vice president (among the final year CR'S)
- 2.General secretary (among the pre final year CR'S)
- 3.Joint secretary UG (among the second year CR's)
- 4.Joint secretary PG ( representatives from the CR's PG classes )
- 5.Joint secretary (lady representative among the CR's)
- 6.Sports secretary (among the final year CR's other than VP)

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Student Council activities	<a href="#">View Document</a>

**5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year****Response:** 19.8

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	22	21	21	21

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Event photograph if available (random selection with titles and date(s) of the events marked)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years****Response:**

Institute has registered alumni association. It has been functioning and meeting regularly. Members of the alumni are also part of teaching staff of the academy. Regular feedback will be provided by the aluminous in terms of administration, student welfare and faculty recreational activities, along with guidance for the recent passed out students in terms of practice management.

**Our Aims and Objectives:**

- To establish have contact with all old students of the college and meet periodically.
- Help the Association and keep the identity of the institute.
- Old students have excelled into various fields of Medicine in India and abroad, the Association would be the best and most suited arena to bring them together to exchange nostalgic feelings, ideas, and thoughts, improve scientific knowledge and approach to medical problems faced in day to day practices of Medicine & to encourage each other professionally.
- Help in conducting & participating in various scientific meetings, conferences of National and International standards.
- Promoting Alumni association members whoever visiting and wishes to give guest lectures, arrangements can be made by the Association.
- Future objective is to encourage Public Education Programme in various discipline of Medicine which can be arranged as feasible, also health check-up programmes in rural & slum areas etc. in order to create awareness & helping the community at large.
- The association aims to stand by the vision & mission of our college- “To reach the unreached”.

SSIT Alumni Association (SETHU BANDHA) was formed in 2000. The SSIT Alumni meet will be organized on 2nd Sunday of December every year. On this occasion college news letter will be sent through their mail. Alumni will share their experiences and their present occupation.

Seethu Bandha is the annual meet arranged at the parent at the Parent Institution Tumkur, mainly to provide the nice platform for our proud alumni to exchange their pleasantries, meet their beloved teachers and young enthusiastic students. The Alumni would be addressing the students and researchers by giving valuable advised to successfully pursue their carrier amidst all the new combination and the technological challenges faced by them.

It is our pleasure to felicitate our Proud alumni who have excelled in their carriers by this association. The meet will start with a Breakfast followed by the program. Simultaneously, their Spouse and wards will be engaged in various entertainment activities like, Mehendi, Rangolli, Musical chair and super minute task.

Many of the alumni help the Institution in bringing elite companies for campus recruitment each year by acting in cohesion with the Training and Placement Department. During December-2010 function, the alumnus have donated Rs 3, 00, 000 for awarding prizes to college toppers.

An Oman based civil alumnus Mr. TusharRanjan, has recruited 11 students of Civil Engineering during 2018-19. Six Students were chosen for paid internship during 2019-20 and a start-up company has been setup in the campus by Mr. Pramod S Kumar, an US based alumnus of CSE Department.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for quantum of financial contribution	<a href="#">View Document</a>
Links for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

**Response:** C. Any three of the above

File Description	Document
List of Alumni contributions made during the last 5 years	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**VISION:-**

Entrancing Education to reach the unreached.

**MISSION:-**

- Providing a congenial ambience for learning and creativity in young minds.
- Providing high quality medical education and prepare the student to be citizens of the world, proficient in their respective field and to respond to the needs of the society in which they live.
- Providing research and public service activities relevant to the needs of the society.
- To train the student to be morally responsible to the community and serve humanity to their utmost ability.
- Promoting own capacity to manage and develop the institution as possible.

**GOALS:-**

- Providing high quality medical graduates not only competent in their respective fields, but are also motivated to serve humanity at large.
- Producing research papers in all fields of medical sciences, worthy of being published by National & International Journals.
- Providing all facilities for the pursuit of medical knowledge, relevant to the needs of contemporary society.
- Implementing public services beneficial to and relevant with the needs of the community at large, nationally and internationally.

**OBJECTIVES:-**

- To provide for instruction in training in such branches of learning as it may deem fit.
- To provide for research and for the advancement of and dissemination of knowledge.
- To undertake extra mural studies, extension programs and field outreach activities to contribute to the development of Society.
- To do all such other acts and things as may be necessary or desirable to further the objectives of the institute.

**ACADEMIC GOVERNANCE**

SSAHE is providing quality education to the students by recruiting quality faculty and providing

necessary infrastructure. The dedicated faculty render effective teaching and learning for the student to think, analyse and be creative. The fundamental knowledge in science and technology is imparted to the students through class rooms teaching, online classes and arranging workshops. Students are guided to organize health care and technical events, conferences in their respective fields of expertise, thereby, imbibing managerial and soft skills. Students get placed in reputed companies by virtue of technical competence and knowledge they acquire during the course of their study. Fostering a student-centric environment, the learning provides interdisciplinary, multidisciplinary, collaborative, innovative program leading to professional excellence.

## ADMINISTRATIVE GOVERNANCE

All the statutory bodies act under the strict supervision of the Vice Chancellor and Registrar. The Vice-Chancellor is the Principal Executive and Academic Officer of SSAHE. He is Ex- Officio Chairman of the Academic Council (AC), the Board of Management, Planning, Monitoring and Evaluation Board and the Finance Committee. He presides over the meetings of the authorities of the bodies of SSAHE. Good governance and leadership with Intellectual honesty and realizing philosophies are key to the growth and success of an organization. Good Governance at SSAHE is realized through the experience and wisdom of eminent personalities serving on the Board of Management, Academic Council, Finance committee, planning and monitoring Board and other authorities. Constituent colleges are represented through various statutory bodies that help faster decision making.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for vision and mission documents approved by the Statutory Bodies	<a href="#">View Document</a>
Link for report of achievements which led to Institutional excellence	<a href="#">View Document</a>

### 6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

#### Response:

**The Sri Siddhartha Academy of Higher Education** has committed itself to:

#### Develop the next generation of Leaders.

- Ensure clarity, conviction, compassion and consistency in governance.
- Make every stakeholder more accountable through effective delegation of authorities.
- Exhibit more transparency in the execution of policies and procedures.
- Follow consensus oriented, equitable and inclusive approach.
- Enhance the intellectual honesty among all the levels of leadership.

The Sri Siddhartha Academy of Higher Education believes in participative approach at all levels to ensure

that the vision and mission of SSAHE are realized through its goals and objectives with clear-delegation of powers as described below.

**1. Academic Autonomy** – The Boards of Studies, Academic council, Research council and other academic bodies are vested with the powers to design, implement, monitor, evaluate and report on the various academic and research activities of SSAHE, they are composed of teaching staff, external experts in order to effectively function and carry out their responsibilities.

**2. Administrative powers** – The Board of management and the authorities of SSAHE have clearly defined the Policies, Powers and Processes to be followed in fulfilling mandate and roles and responsibilities. These powers, starting from the Vice-Chancellor to the faculty level have been defined with regard to recruitment, establishment, service conditions, terminal benefits, leave management, promotions, statutory compliances, decision making, grievance redressal, etc. The composition of the bodies and the decisions made by such bodies, individuals and boards are implemented without fail.

**3. Financial management** – The financial delegation of powers are well defined at Sri Siddhartha Academy of Higher Education, institutional and individual levels. The budget submitted by the Constituent colleges and SSAHE Departments once approved by the authorities of SSAHE are completely implementable by the institution/department head level following the various procedures in this regard.

At the college level the faculty find participating and leadership opportunities by being members of the college governing council, various committees and administrative processes.

#### **A Case Study: Academic Calendar of Events**

Academic calendars are systems by which the landmark dates are defined to drive much of the day-to-day activities at an academic institution. SSAHE uses the Academic calendar component to define traditional approach based on term and session structure. It is representation of planning of academic and other activities scheduled for the whole academic year. The calendar lists dates of teaching hours, examination, holidays, health programmes, sports, cultural activities, etc.

- It increases time spent in each course, making it possible to receive in-depth learning and a better opportunity for students to "rebound" from a poor start in a course.
- It promotes greater interaction between faculty and students.
- It reduces the tendency towards course fragmentation.
- Affords Department's greater flexibility in providing course offerings and availability.

Link is provided in the University Website and the information booklet is also provided to each and every student. Calendar of events is effectively implemented and all the stake holders have a good access to all such information.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for information / documents in support of the case study	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

#### Performance and academic outcomes

- **Induction programmes:** SSAHE conducts introductory Programs for first year students, such as Student Induction Program, Internee's Orientation Programme, UG/PG Orientation Programme, etc.
- **Training of students in essential professional skills:** Several training programs on Aptitude Soft Skills, Language skills, Technical Skills on cutting edge technologies such as Artificial Intelligence, Computer Vision, Data Analytics are conducted.
- **Seminars, CME's, Workshops:** Students led CME/CDE/ Educative Programmes are organized at the Institution level by the Training and Placement cell. Students are introduced to the concept of Team Work as part of various Quiz Competitions and Educative Programmes such as Medex for community Education and AETCOM module for Medical students are conducted.
- **Industry Internship:** All the students of the Institution are encouraged to carryout Internships with reputed organisations to gain hands on experience on cutting edge technologies and to understand the best Industry Practices.

#### Performance and Research outcomes

- Academy has established externally funded TBIs/EDI/Internally Funded Entrepreneurship / Innovation Cell. Research is promoted through Research Governance and policy, Research Hub, Social Sciences forum, Faculty Improvement Programmes, Research, Research Project : Major/ Minor include providing Infrastructural facilities, Instrumentation Centre, Technical Support, Library Facilities, Collaborative Research, Industry-Institution Interaction Cell, Research Based Curriculum, Consultancy Expertise, Intellectual Property Rights, Institution Journals.
- **Financial Incentives**

Financial increments are provided to faculty and staff in recognition of their accomplishments. They include: Extra increments, Paid Leave, Travel and Registration Grants, Best Paper Awards, Leave Benefits, Workload concession, Seed Money, Fund for Long Term Research project, Participation in National International events, Incentive for publication in quality Journals, Meeting the publication expenses.

**R&D MOU:** Industry and Institutions instantly work to achieve the research objectives defined in the MOU documents, signed between the institution and many relevant industries/R&D units. The MOUs mainly help in fostering academic growth among the students, especially in respect of covering the portions that are beyond the syllabus.

### Journals Published by SSAHE

- Research Journal of Medical and Allied Health Sciences
- Journal of Dental Sciences and Research
- Journal of Action Research for Social Development

### Institutional Strategic Action Plan for Improvement of Research and Innovation in the next 5 years.

- **Student Research:** Students are inducted as Research Scholars.
- **Community Based Research:** Student will go to the Community to collect cases and do research.
- **Action research:** Is a family of research methodologies that pursue action (or change) and research (or understanding) at the same time.
- **Collaboration:** Collaborating actively with industries and foreign Universities for research promotion and extension activities.
- **Research Advisory committee:** Eminent and highly accredited professors, scientists from various organizations, industry leaders with vision on research education are included in the committee.
- Further keeping the practical approach defined by an age old saying “NECESSITY IS THE MOTHER OF INVENTION”, the leading research bodies like DRDO, BELL, ICMR, ISRO etc., are approached for research guidelines as required by the concerned.
- **Journals to be Published by SSAHE**
  - SSAHE-Journal of Interdisciplinary Research
  - International Society of Tropical Radiology

File Description	Document
Link for Strategic Plan document	<a href="#">View Document</a>
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	<a href="#">View Document</a>

### 6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

#### Response:

The organization structure is governed by Ordinance Governing Bye-Laws of the Academy which provide guidelines for Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board, Board of Studies, Department of Studies, Dean of Faculty of Medicine / Dentistry / Engineering, Prescription of Fees on General Items / Services, Institution of endowment for creating visiting professors / fellowships / consultants etc, Professor Emeritus, Teachers of the Academy, Institution and award of medals and prizes, Convocation for conferring degrees., etc.

The SSAHE has three constituent colleges headed by the principal / Dean. The Vice Chancellor is the academic and administrative head of SSAHE. The heads of the constituent colleges have academic and administrative autonomy for smooth functioning of the system. The communication and decision making channel is depicted in the organogram (6.2.2). The University has Internal Quality Assurance Cell (IQAC) headed by the Vice Chancellor with all the constituent colleges also having their own IQAC unit headed by the respective Principals. Different committees are constituted under IQAC to monitor academic, administrative, human resource and examination activities at the institute level, with members drawn from all the various disciplines of the institute. All the committee / sub-committee have been formed as per NAAC guidelines.

The administration is decentralized and Participative management is visible. The university follows the norms of statutory regulatory bodies for maintaining minimum faculty requirement and career advancement schemes. The recruitment process is carried out through a selection committee setup as per university norms. Proper guidelines have been framed in respect of the selection process. The salary is as per the norms of UGC/AICTE pay scale structure.

The service rules followed by the university are as per Govt. Of Karnataka guidelines. Leave rules are adopted as per the prevailing guidelines with provision for commuted leave, maternity and paternity leave, study leave, etc. All the faculty and staff are provided with health insurance and other such facilities as required. The standard benefits such as contributory PF, gratuity, commutation, etc, are also extended to the eligible employees. The salary is paid to the staff on 1st of every month as per the recommended pay scales. Increment, promotion etc. are effected as and when due.

File Description	Document
Link for organogram of the University	<a href="#">View Document</a>
Link for minutes of meetings of various Bodies and Committees	<a href="#">View Document</a>
Link for Annual Report of the preceding academic year	<a href="#">View Document</a>

### 6.2.3 The University has implemented e-governance in the following areas of operation

- 1.Planning and Development
- 2.Administration (including Hospital Administration & Medical Records)
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

**Response:** All of the above

File Description	Document
Screen shots of user interfaces, if any	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	<a href="#">View Document</a>
E-Governance architecture document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty and Staff Empowerment Strategies

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.**

**Response:**

The teaching and non-teaching staffs have been extended all the statutory welfare schemes as required by the Govt. of India and state Government. The welfare schemes includes :-

- All teaching and non-teaching staff are covered with Contributory provident fund, gratuity, ESI and other insurance schemes as may be applicable.
- The staff are extended with from time to time health benefits at the Sri Siddhartha Medical College and Hospital, and also Sri Siddhartha Dental College and Hospital at no or subsidized costs.
- Maternity leave to female employees and paternity leave to staff, as per norms.
- Quarter's facility in the campus for the needy teaching and support staff.
- Teaching and non teaching staffs are enrolled under Pradhanamantri Jeevan Bheema and Suraksha

Bheema Yojana. Premiums for the respective years are paid.

- Timely promotion, increments, incentives are provided to faculty members.
- Transport facility for teaching and non teaching staff at nominal fee.
- Wards of teaching and non teaching staff are given priority and subsidized education under the aegis of Sri Siddhartha Education Society in all schools and colleges.
- Apart from afore mentioned welfare schemes the teaching and non teaching staff are provided with recreational/ sports facilities (Playground, Gym, Indoor shuttle court) / spiritual support at the institutions under SSAHE.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy document on welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

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

**Response:** 10.7

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
27	12	13	61	109

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

### 6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

**Response:** 19.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	22	14	21	16

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	<a href="#">View Document</a>
List of professional development / administrative training programmes organized by the University year-wise for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	<a href="#">View Document</a>
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..**

**Response:** 22.15

**6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
127	135	57	70	60



File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	<a href="#">View Document</a>
List of sponsoring/supporting/supervising agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of the IQAC and the University for the last five years.	<a href="#">View Document</a>
Annual reports of the AQAR submitted to NAAC	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

A Sri Siddhartha Academy of Higher Education continuously makes efforts to improve the academic training and research environment in its constituent colleges. This is achieved not only by improving the infrastructure facilities but also by using effective teaching and learning methodologies. To assess the success of the inputs given by the Constituent Colleges as well as the Academy, it is important to understand, whether the user of such facilities is indeed satisfied and getting the expected outcomes from the initiatives made. The Performance *appraisal policy* is the way to ensure the *performance*-oriented work environment in the organization. This helps employees to achieve the set objectives and act as a feedback of their contribution in the progress of the organization.

#### The Academy and its constituent colleges have Self Appraisal Mechanism for teaching staff:

In this direction, the Academy has structured an objective assessment mechanism with scope for improvement. The three-tier assessment involves:

- Self appraisal by the faculty
- Peer evaluation by the Heads of Department / Principal/ external expert
- Student's feedback

The above assessment mechanism has resulted in the teaching staff understanding and getting acquainted about the following:

- Teaching abilities with feedback on various aspects of the methods of teaching followed.
- Scope for improvement in teaching resources and methodologies
- The research outcomes and relevance of the work materials delivered with the current developments in the respective fields.



The self assessment mechanism does not have any negative impact on the staff since they are provided with the opportunity to comment on the evaluation outcomes and give opportunity for improvement.

The Academy rewards and recognizes teachers, commending them for their teaching approaches and research initiatives, which helps them to work with renewed zeal.

**The Academy and its constituent colleges have Self Appraisal Mechanism for Non-teaching staff.**

The works of the Non teaching staff are also assessed periodically through a structured mechanism:

- Work efficiency and commitment.
- Initiative towards learning newer trends in their respective areas.
- Leadership and team work.
- Discipline and regularity

The non-teaching staff are periodically trained and also encouraged to pursue their higher studies, wherever found necessary.

The feedback helps to take the following decisions.

- Conduct, language and soft skill programmes for non-teaching and administrative staff.
- Leadership training program for senior members to identify the succession lines.
- Deputation of staff to various orientation programs relating to government policies and rules concerning HR management and Education.
- Ensure the staff and international students are aware of cultural issues and sensitivities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance appraisal policy of the institution	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

- **Mobilisation of funds**
- The sponsoring society, Sri Siddhartha Education Society (SSES) started by Late H.M. Gangadharaiyah, has been the torch bearer of the academy and its constituent institutions in maintenance of financial transactions at the Global level.

- The Board of Management and Finance committee have mandated Sri Siddhartha Academy of Higher Education, to ensure –
  - Optimum utilization of assets i.e. land, buildings, equipments, vehicles, furniture, etc. which are already in place/ to be created in future.
  - Feasibility studies are done before start of new programs and institutions give emphasis on the quality of Education, before venturing into new programs/institutions.
  - Effective administration with quality and competitive environment that results in additional revenue generation.
- All the constituent colleges are self-financing institutions.
- Carrying out a financial resource mobilization strategy includes the following steps:
  - Identifying potential sources of funds,
  - Actively soliciting pledges,
  - Following up on pledges to obtain funds,
  - Depositing these funds, and
  - Recording the transactions and any restrictions on their use.
- Financial resources are mobilized by fee collected from the students.
- The donations are invited for the purpose of instituting endowments for giving medals, awards, fellowships, research, etc.
- Attracting Govt. / Private Grants and CSR funds to the maximum extent possible.
- Additional revenue generation by way of conducting new programmes/courses/training schemes and in coordination with the industry.
- Involving the successful Alumni and philanthropists to generously donate funds in various ways to ensure all-round development of the University.
- Overhead charges from research grants received from various government and non-government funding agencies.
- Institutional Consultancy Charges through consultancy services and third party Inspections.
- E-Content creation.
- Renting of auditorium, conference room, sports ground, guest house, and similar such facilities for organizing academic and non-academic activities like conferences, seminars, lectures, workshops.
- To facilitate the above initiatives, the University provides space on lease to various commercial utility facilities for the students, faculty members and officials of the University, such as Banks, Post Office, Book shop, Cafeteria, Canteen, Xerox Centre and Laundry etc.
- **Optimum utilization of resources**
- Funds generated from above sources are principally used as University Development fund for maintenance and for the overall development of the University.
- All the expenditures are allocated according to the sections, namely Infrastructure maintenance, salaries of the staff, research incentives, seed money, staff welfare, student welfare, budget for the various events such as convocation, induction program.

Accounts of the institution are audited regularly, the balance sheet and other financial statements, drawn annually with pre audit objections if any, are taken care of and cleared.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

**Response:** 173

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
62	2	39	39	31

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	<a href="#">View Document</a>
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>

#### 6.4.3 Institution conducts internal and external financial audits regularly

**Response:**

The institution practices a healthy financial management through internal and external audit. Individual departments give their requirement list (Material, equipments, etc) to the purchase department after approval by the Head of the Institution. The same is forwarded by the purchase section to various vendors inviting quotations. These quotations are brought to the notice of the principal with comparative statement

made. The principal along with heads of the department decides the best competitive price. The Board of Management is the final decision making body for budgetary approval, through the finance committee. All the purchases are subject to budgetary approval under various heads as per standard procedure.

The Internal Audit is done by the Chartered Accountants of the university and the report of the audited accounts is submitted to the Board of Management for approval. The External Audit is carried out annually by the statutory auditor appointed by sponsoring society. The final audited report is submitted to the Income Tax department as required. It is also uploaded in the website of the Academy.

File Description	Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for policy on internal and external audit mechanisms	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

#### Response:

- Sri Siddhartha Academy of Higher Education has established the Internal Quality Assurance Cell (IQAC) in the year 2015 as a post accreditation quality sustenance measure. The Cell comprises of Chairperson, IQAC Co-ordinator, Criteria wise subcommittee coordinators and quality officers. The committee assess, monitor, and advises on Curricular Aspects, Teaching, Learning and Evaluation, Research, Innovations and Extension, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management, Institutional Values and Best Practices.
- **Objectives.**
  - To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of Sri Siddhartha Academy of Higher Education.
  - To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.
  - To disseminate information relating to various quality parameters for overall improvement of institutional progress.
  - To provide a sound basis for decision making in institutional functioning.
- **Strategies.**
  - IQAC shall evolve mechanisms and procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;

- Initiate relevant and quality academic/ research programmes;
- Ensuring equitable access and affordability to academic programmes for various sections of society;
- Optimization and integration of modern methods of teaching and learning;
- Realize credibility of assessment and evaluation process;
- Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- Sharing of research findings and networking with other institutions in India and abroad.

◦ **Functions.**

- Development and application of quality benchmarks
- Parameters for various academic and administrative activities of the institution;
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters to all stakeholders;
- Organization of intra / inter institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of various programmes/activities leading to quality improvement;
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption / dissemination of best practices;
- Development and maintenance of institutional database through Management Information System (MIS) for the purpose of maintaining /enhancing the institutional quality;
- Periodical conduct of Academic / Administrative Audit and its follow-up;
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.
- Ensure clarity and focus in institutional functioning towards quality enhancement;
- Ensure internalization of the quality culture;
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- Provide a sound basis for decision-making to improve institutional functioning;
- Act as a dynamic system for quality changes in the Academy;
- Build an organized methodology of documentation and internal communication.

File Description	Document
Link for the minutes of the IQAC meetings	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	<a href="#">View Document</a>

**6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other)**

**E. Any two of the above**

**D. Any three of the above**

**C. Any four of the above**

**B. Any five of the above**

**Response:** A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Annual reports of the University	<a href="#">View Document</a>
Link for AQARs prepared by IQAC.	<a href="#">View Document</a>

### **6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement**

#### **Response:**

As per the guidelines of NAAC, an Internal Quality Assurance Cell (IQAC) has been established as a post accreditation quality sustenance and enhancement measure. The Cell is presently headed by Dr. Swamy R M, Asst. Registrar. The Coordinator- IQAC, being part of all major committees and bodies, extends support to all the academic activities and recommends student centric core procedures.

The faculty members are encouraged with financial assistance to attend national /international conferences.

#### **Major Achievements:**

##### **◦ Establishment of New Medical College**

New Medical College, Sri Siddhartha Institute Medical Sciences and Research Centre, has been established at T.Begur, Nelamangala Taluk, Bangalore Rural District during the academic year 2019-2020.

- **Commencement of Paramedical Courses:** Paramedical courses have been initiated at Sri Siddhartha Medical College, Tumkur.
- **Dealing with Covid-19 Crisis:** Concentrated efforts have been initiated to tackle Covid-19 pandemic situation, with a separate NABL accredited COVID-19 laboratory (BSL-II) established at the constituent medical colleges, COVID CARE CENTER (CCC), COVID designated hospital with 100 beds are established. COVID Update bulletin published by the university is sent to UGC. COVID awareness programs were conducted through Radio Siddhartha, Youtube and Doordarshan.
- **Innovations in Teaching, Learning Evaluation:**
  - Curriculum changes are effected based on industrial expectations.
  - Encouragement for registration of online courses offered by NPTEL, MOOC, SWAYAM, etc.
  - Students' feedback and corrective measures taken to improve teaching-learning process.
  - Outcome based education and continuous evaluation system.
  - Remedial teaching for slow learners.
  - Workshops are organized on quality aspects such as Quality Assurance, Professional Ethics, Social Concern in Engineering Domain, Pedagogical skills, Induction training programs, etc.
  - e-Learning classroom facilities, Webinars, Wi-Fi Campus
- **Memorandum of Understanding (MoU):**
  - MOKWON University, Daejeon, 302-729, Korea
  - Park's College of Engg., St. Louis State University, US
  - North Dakota State University, USA
  - Uganda – Genetics -Muni University, Arua, Uganda
  - Pavlodar State Pedagogical University
  - Technical university of Moldova
  - Gnana Samanvaya, Department of Education, Government of Karnataka
  - Health Care Global (HCG), Bangalore
  - Karnataka Cancer Society, Bangalore
  - Your DOST Health Solutions Pvt Ltd., Bangalore
  - Bosch, Bangalore
  - Infosys Ltd., for Off Campus Connect Programme
- **Research and Innovation**
  - Start-up Company in the campus.
  - National /International Webinars conducted.
  - Funded Projects Sanctioned and good number of Research papers in UGC prescribed Journals.
  - Financial support to those who publish and present good quality research articles.
  - Plagiarism software for Ph.D and P.G Thesis/Dissertations.

◦ **Academy Journals:**

Academy started the following Journals:

- SSAHE-Journal of Interdisciplinary Research

- International Society of Tropical Radiology
- Journal of Action and Research for Social Development
- Research Journal of Medical and Allied Health Sciences
- Journal Of Dental Sciences And Research
- **Students Extension Programme**
  - NSS, NCC, Sports and Cultural activities were conducted
  - Health Camps, community reach programmes and participation in National programs.
- **Quality Initiatives in the Administrative Domain**
  - e- Governance implementation in Administration.
  - Administrative Audit
  - Use of Tally software for accounting work.
  - An internal audit is conducted at the end of each Semester.

File Description	Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

SSAHE is committed to provide equal opportunities to both the genders in terms of admissions, employment, empowerment, leadership, training programs and sports/ cultural activities. Women Empowerment cell (WEC) is constituted to empower and safeguard the rights of female members. It provides women with opportunities to grow in their leadership capabilities to build professional skills and participate in important administrative roles in the college. Awareness programs are organized as part of their personality development.

Grievance Redressal Cell (GRC) exists at both academy and constituent colleges to address the complaints filed by students and faculty members. Internal Complaints and Anti Sexual harassment Cell promote measures aimed at achieving gender equality. Various committees exist as per the UGC guidelines to ensure gender equality, elimination of ragging, anti-discriminatory behavior and to prevent any kind of harassment. They receive and address complaints from the students and staff of the college, by holding meetings as frequently as deemed necessary.

Anti-Ragging committee with many subcommittees, each of four senior faculty, is formed each year afresh. It will take care of the well being of all the students, and mainly the freshly admitted students during their initial period of study in the campus, to ensure a fair and free learning ambience for all boys and girls admitted to the various programs of the University. Gender sensitization action plan is worked out in general, each year, by taking care of all the various issues, in respect of girl students in particular, such as safety, security, counseling, and any other relevant information as suggested through the feedback received in this regard from all the stake holders. The Institute has on campus Girls and Boys Hostels with CCTV surveillances and 24/7 security personnel. The campus is very much safe for academic living, especially for girl students, with the security personnel taking utmost care of their safety all through the year. Eminent speakers are invited regularly to provide insight to the students and staff pertaining to gender equality. Panel discussions are also arranged on gender sensitization.

Student mentorship has been very much effective in all the institutions of the University with female faculty members looking after the welfare of girl students with utmost concern and care. About 10-15 students are assigned to each such female counselor, who continues to be with each other for the entire period of the course. Common waiting hall facility has been extended separately for Girl students with attached rest rooms. There are reserved slots for girl students at the institute gym, sports ground, etc. Facilities for indoor games have been created at the girl's hostels. Facility of maternity leave with pay for minimum duration 6 months is in place for all the female employees.

All the above steps initiated by the University to ensure gender safety and equity at all levels of functioning of the academy are published on the web site of the University and its constituent colleges for the information and adherence by the students and faculty.

File Description	Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

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

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

None of the above

Any One of the above

Any Two of the above

Any Three of the above

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

**a) Solid waste management**

The university has attached the utmost priority to keep the campus clean and eco-friendly, by adopting various measures including the Swachh Bharat Abhiyan. This is a step towards furthering our attempts to realize a clean and green environment in the campus. All the efforts are made to ensure that the students and staff inculcate the habit to reduce waste to a maximum extent possible. They deposit waste in separate dustbins kept at strategic points all around the college campus. The solid waste, not useful for composting, is disposed off every morning to the garbage carriers of the Municipal council. The decomposable solid waste is used to convert into fertilizer, which in turn is used in up keeping of garden in the campus.

The departments maintain separate bins for biodegradable/ non-biodegradable wastes. There is a garden committee which ensures cleaning of even the pathways and roads everyday and hence no solid waste is seen in the entire campus. The university campus is plastic-free, digital communication and digitization of all the important records and documents encouraged throughout the university and its constituent colleges.

The university has MoU with the waste management company for collection of the biomedical waste and disposes it in a scientific manner. Bio waste and hazardous waste material from the departments is stored in specific color coded bags and then disposed through certified agency. X ray fixer solutions are stored in a container. Once it is full, it is handed over to the certified agency. The spent developer is diluted with water and discharged into sewage. The unused mercury is stored in tightly sealed break resistant containers. The scrap amalgum is stored in separate air tight container and labeled as hazardous. Once the container is full, it is handed over to certified agency. The developed films are used as a regular solid waste and lead foils within the X ray packets are collected in a marked container.

**(b) Liquid waste management**

The liquid waste is treated in the sewage treatment plant installed in the campus. It recycles the waste water which in turn is used for maintaining the green campus.

**(c) e-Waste management**

Electronic goods are put to optimum use. The minor repairs are set right by the Laboratory assistants and teaching staff, the major repairs are handled by the Technical Assistant and are reused. The low configuration computers that are in working condition are donated to the schools run by our society. Other unused computers are sent for recycling.

The e - toxic waste is managed in following ways: University follows a policy of buy back and selling of computer components for the effective and efficient management of e - waste. Old computers and parts are replaced for purchasing new machines to the retailers/ manufacturers for discounted prices. At times, old computers/parts/components are sold to vendors or recyclers. For e-Waste management, Academy has MoU with e-Parisara an external agency and they will visit the academy regularly and collect e-Waste for disposal.

File Description	Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geo-tagged photographs of the facilities	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for additional informational	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Any one of the above

Any Two of the above

**Any Three of the above**

**Any Four of the above**

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

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

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions / awards
- Beyond the campus environmental promotion activities

**None of the above**

**Any One of the above**

**Any Two of the above**

**Any Three of the above**

**Response:** Any Four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Audit reports of the institution related to the metric	<a href="#">View Document</a>

#### **7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Any One of the above**

**Any Two of the above**

**Any Three of the above**

**Any Four of the above**

**Response:** All of the above

File Description	Document
Relevant documents / reports	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for relevant geotagged photographs / videos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The Institution helps each student to understand himself or herself as a unique, competent and valued member of a diverse community through various cultural and technical events organized throughout the year. .

**Kalotsava**

Every year the institute organizes cultural events under the banner 'Kalotsava', wherein students from other engineering colleges are invited to participate and display their cultural talents. As a tradition, every year Kalotsava is dedicated to social heroes like soldiers, police and farmers, and renowned people from that field are felicitated. Kalotsava, the annual inter-college cultural festival of SSIT, is known for bringing together the best student talent from across all the cultural fields.

**Kannada Rajyotsava**

Kannada Rajyotsava also known as Karnataka day is celebrated in the month of November every year. This was the day in 1956 when all the Kannada language speaking regions of south India were merged to form the state of Karnataka.

### **NSS & NCC**

NCC Wing of our Institute regularly organizes social responsibility awareness programs like Swatchh Bharath Abhiyan and National Integration awareness program. Activities like voluntary Blood donation camp, Electrical, Electronics and Computer parts awareness program and Computer education through Laptops are also arranged.

### **Technical Barrier Reduction program (TBRP)**

Sri Siddhartha Institute of Technology in association with Extreme Networks and FAER, Bangalore, Organizes a three weeks Technical Barrier Reduction program. This offers bridge courses for high school students during summer holidays to bring awareness about fundamentals of engineering science.

### **Onam Celebration**

Onam is the official State festival of Kerala since 1960. It is celebrated with joy and enthusiasm all over the state by Keralites in and outside Kerala, regardless of their religion. According to a popular legend, the festival is celebrated to welcome King Mahabali, whose spirit is said to visit Kerala at the time of Onam. It is the New Year day for people of Kerala..

### **Women's day Celebration**

The **women's day** is aimed to help eliminate discrimination against women in nations worldwide. It is also focused on helping women gain full and equal participation in global development. It is celebrated every year by inviting various guest speakers, organizing events for women and felicitating distinguished women of our institution.

### **International Men's day**

Men's Day is observed on 19th November every year to create awareness by improving gender relations, men's health and promoting gender equality. In our institutions it is organized by female staff and students where men are pampered with snacks, games etc.

### **Drawing Competition**

Sri Siddhartha Institute of Technology is conducting on the spot painting competition in memory of "Shikshana Bheeshma Dr H M Gangadharaiah", Founder Secretary of Sri Siddhartha Education Society, for primary and High school students of Tumkur and SSIT college students. Winners are awarded with rolling trophy and individual prize.

### **Chess Tournament**

Inter University Chess tournament is conducted by the University every year involving the students from universities around the State. Winners are awarded with trophies, medals and cash prize.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

##### **Response:**

Sri Siddhartha Academy of Higher Education has introduced a compulsory subject on Constitution of India at UG level across all engineering disciplines to create awareness about the framework of the Constitution of India which lays down fundamental political code, structure, procedures, powers and duties of government institutions and set out fundamental rights and duties of citizens.

The annual festivals such as Republic day, Independence day, Ambedkar Jayanthi, Gandhi Jayanthi, National unity day, etc. has been celebrated involving the faculty and students, and through various activities organized in that connection. The importance of the Indian constitution, Human ethics and role of human fighters are imparted through lectures, seminars and cultural events etc.

By teaching professional ethics, the students will be able to learn ethics in their professional degrees and to have some organizational behavior after getting into any of the company/organization / institutions. Ragging is defined as “display of disorderly conduct, doing of any act which causes or is likely to cause physical or psychological harm or raise apprehension or fear or shame or embarrassment to a student in any educational institution”.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**



**3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**

**4. Annual awareness programmes on code of conduct are organized**

None of the above

Any One of the above

Any Two of the above

Any Three of the above

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of conduct and code of ethics	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Weblink of the code of conduct	<a href="#">View Document</a>
Link for additional	<a href="#">View Document</a>

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

**Response:**

Institution Celebrates National Festivals and Birth Anniversaries of great Indian Personalities with enthusiasm.

1. Republic Day is celebrated on 26th January every year to commemorate the adoption of constitution. On this day various formal events are held including flag-hoisting, delivery of speech by faculty and students and various cultural activities are organized in the programme.

2. Independence day is annually celebrated on 15th August. It is a grand event marked with the flag hoisting. Chancellor of the academy will host the flag hoisting and will give the talks on the importance of the independence day celebration and various cultural programmes are arranged and at constituent college levels, Principal will host the flag hoisting and inspires students to inculcate patriotism towards nation.

3 Teachers Day is celebrated on 5th September every year, to mark the birthday of great teacher Dr. Sarvapalli Radhakrishnan. In this function best teacher is awarded for his contribution to teaching based on his/her behavior and feedback from the students.

4.Engineer's day is celebrated on 15th September every year as a tribute to the greatest Engineer Bharat Ratna M. Visvesvaraya. Our institute celebrates Teachers Day and Engineers Day as single event, where the Institute has a tradition of felicitating a renowned Teacher and an Engineer.

5. International Yoga Day is celebrated on 21st June every year. Our faculty member Professor Puneet K who is a certified yoga Teacher conducts yoga classes for students and faculty members.

6. International Women's day is celebrated on March 8th every year to help nations worldwide to eliminate discrimination against women. It also focused on helping women equal participation in global development. Our institute celebrates women's day. Women empowerment cell organizes workshop to empower women.

7. Kannada Rajyotsava day is celebrated on November 1st every year. Our institute celebrates by hoisting Karnataka flag. The Chief Guest along with principal inaugurates the cultural program.

8. Doctors day celebration is done on 1st July of the every year and is celebrated on the birth anniversary of the Dr.B C Roy because of his contribution to health and community as a leader and as a doctor. In this function our institution facilitates many doctors who are contributed to the society in their profession to the community.

9. Labors day is celebrated in the academy on May 1st of every year, where in employees are motivated by giving the bonus and other facilities to encourage them for to maintain the good employee and employer relationships.

File Description	Document
Link for Geo-tagged photographs of some of the events	<a href="#">View Document</a>
Link for annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

**7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

### 1. Title of the Practice

Community Radio Siddhartha 90.8 FM Tumakuru.

### 2. Objectives of the Practice

1. **To** promote Community Radio as a tool for the empowerment, national integration, community

health education, peace and harmony, agriculture, development and inclusive growth by disseminating information amongst youth, women, physically challenged and weaker section of the society.

2. **To** provide better communities through health education with the use of latest technologies, innovations and research methodologies.
3. To develop a pool of experts and provide advisory services in the field of education, health etc, for the benefit of different sections of the society.
4. **To campaign and create awareness regarding National Health Programmes like, Pulse Polio Programme, National Oral Health Programme, National Programme for Control of Blindness & Visual Impairment, Prevention, Control of Communicable and Non-communicable diseases.**
5. **To** provide education in various fields, including value and spiritual education, yoga, meditation etc
6. **To** educate people and to work for the eradication of moral and social evils of all kinds.
7. To create awareness relating to the preservation of the Environment/Ecology and Sustainability Development. (SD)

### 3. The Context

- To develop a pool of experts and provide advisory services in the field of education, health etc, for the benefit of different sections of the society.
- To Campaign and Create awareness regarding National Health programs, Create awareness relating to the preservation of the Environment/ Ecology and Sustainability Development,
- To promote and motivate rural education.

### 4. The Practice

Radio Siddhartha FM 90.8 MHz is also known as the Voice of Tumkur. It is the first Community Radio station in Tumkur district situated in Karnataka state. Tumkur district consists of 10 Talukas and Tumkur Taluk is one among them and it consists of 374 villages. Radio Siddhartha covers 150 villages.

Radio Siddhartha was established in 2009 and is the part of the Community Radio of the constituent college (Sri Siddhartha Institute of Technology) which has been a very effective in reaching out the larger section of the society through broadcasting innovative people oriented programmes on education, health and sanitation, social life, economic opportunities, small business, women empowerment, agriculture etc.

Faculty and students of Sri Siddhartha Academy of Higher Education, actively participate in programmes broadcasted by Radio Siddhartha. The programmes conducted are awareness about Covid-19 pandemic among the rural population, prevention, control and educating the public about the mental illnesses. Medical college faculty conducted programmes on blood donation, Tuberculosis prevention and awareness programmes, creating awareness about maternal and child health care among public.

Community Radio is broadcasting total 9 hour programme scheduled according to the needs of the community mainly 6 A.M. to 9 A.M., 12 noon to 3 P.M. and 6 P.M. to 9 P.M. daily, Broadcasted in both Kannada and English.

## 5. Evidence of Success

Radio is a very important tool for the promotional and educational components of national programmes, rural education. In India, radio reaches a large audience, and those shows which are well-targeted, researched, pre-tested, and adequately placed in the broadcast schedule become attractive, competitive and cost-effective ways to communicate new and time-tested advice.

The list of programmes broadcasted like on Covid 19 pandemic, Tuberculosis, HIV and AIDS, quit tobacco usage, alcohol de-addiction, blood donation, Nammaarogya, H1N1, Mother & Child Nutrition, School Health Programme, Prevention and Control of Communicable and Non-communicable diseases, Safe Water drinking etc. The Radio has been getting overwhelming appreciative responses from its honourable listeners through letters and phone calls and mobile messages. Motivated by the talks, people volunteered and participated in the blood donation camps. During Covid-19 pandemic stress related mental health issues were addressed and counseled. According to the staff of Radio Siddhartha, listeners are so much inspired by the programmes that they have been coming out with requests for more programmes related to issues like promotion of health education, agricultural, rural education, environmental issues etc.

## 6. Problems Encountered and Resources Required

The biggest challenge today for community radio in India is mobilization of material and human resources for effectively installing, running and maintaining the studio, station and for delivering valuable, useful and necessary programmes. The Government has come forward to allow limited commercial advertisements which probably may help to some extent. The status of press media should be accorded to community radios for effective participation in welfare activities.

## 7. Any other information

This kind of research explains radio listening culture is still alive and how the Community Radio is needed for the integrated development of society. Central and State governments have to give more advertisement and sponsored programmes and thereby financial support in order to strengthen the Community Radio stations.

### 1. Title of the Practice:

#### **Electric Energy Conservation Measures adopted at the Academy**

## 2. Objectives of the Practice:

It is to create awareness among the public about the importance of saving and conserving electrical energy. It is said that “an unit of electrical energy saved is an unit generated”. In this context, efforts are made to make the consumers understand the importance of energy conservation, be aware of the efficient usage of energy and adopt measures and policies elicited for energy conservation.

## 3. The Context

Energy Conservation is a term that refers to consumption of the least amount of energy while avoiding unnecessary use of energy. It reduces the stress on energy services to be provided by the utilities and can result in increased environmental quality, national security, personal financial security and improved economics. It is at the top of the sustainable energy hierarchy. It aims to save energy for future use. [https://en.wikipedia.org/wiki/Energy\\_conservation](https://en.wikipedia.org/wiki/Energy_conservation)

## 4. The Practice

To emphasize the above aspects, the University has the practice of celebrating the National Energy Conservation Day each year to bring awareness among the students and all concerned, about energy conservation. The awareness among the consumers of electric power in the campus is ensured through proper informative sign boards affixed near all the strategic points of electric power supply units. Invited lectures, workshops, seminars, group discussions, etc. are held periodically at the university and the constituent colleges to bring in the required awareness among the consumers of electric power about the energy conservation opportunities and measures to be adopted.

Everyone is motivated to voluntarily adopt energy conservation measures based on the energy conservation opportunities at their disposal such as, reduced use of AC or heater that consume a larger amount of energy every day, increased usage of LED bulbs or smart lighting options, avoiding use of water heating equipment (resistive loads) that consume higher units of energy, fitting the properly rated power factor improvement devices (reactive power compensators) at the captive generation units set up in the campus, etc. It is advised that using less hot water can save a lot of energy. Water conservation also leads to better energy conservation. Academy has established solar energy panels in the campus to generate solar energy. Academy hostels have solar energy water heater panels for hot water usage.

## 5. Evidence of Success

Celebration of National Energy Conservation Day was held every year on 16/12. This day emphasizes every person to adopt energy conservation measures while using electric power in their day to day activities. Anyone can save energy by taking small steps at home or office by eliminating unnecessary use of light, fan, AC or any other energy consuming equipment. Volunteers from NCC & NSS, Police

Officials, Staff and Students, Public, Press and Media were present during the function.

A rally on imparting awareness was organized from campus to Town Hall Circle with around 350 to 400 members of faculty and students having taken active participation in the rally, with slogans, posters, handouts and banners. This helped educating the public in saving and conserving electric energy. A very large, 9 acre plot wide, solar panel assembly (generating 4.6 MW of solar power) is being put up at the Medical college campus of the Academy which would cater to the entire power supply requirement of the constituent colleges with an estimated cost of Rs.5 Crores.

## 6. Problems Encountered and Resources Required

The engineering college has been one among 10 engineering institutions in Karnataka in getting identified for the financial support of Rs. 50,000.00 (Rs. Fifty thousand) from Karnataka Renewable Energy Development Limited (KREDL), A Govt. of Karnataka undertaking, Ministry of Energy (ref. KREDL/EE&EC/09/F-118/2019/5792, dated 10th December 2019). Additional assistance required for this venture has been supported by the college administration.

File Description	Document
Link of the best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

**Response:**

#### **Community empowerment in Health care, Technology and Education**

Sri Siddhartha Education Society (Estb:1958) inspired by the teachings of Santh. Vinobha Bhave, with emphasis on providing Health care, Technology, Education and Community engagement, for the unreached sections of society in rural Karnataka established Sri Siddhartha Academy of Higher Education in the year 2008 with the vision and mission of "Entrancing education to Reach the Unreached"

#### **HEALTH CARE:**

**1. Community health:** Through our teaching hospital and network of Urban and rural health care centres we provide preventive medicine as well as treatment to the affected rural population. Our interventions have made recognizable impact in reducing maternal and infant mortality rates. Free health check-up camps are organized in nearby villages, in various fields such as eye, skin, Mental illness, nutritional, occupational hazards, drug abuse, hygiene, sanitation, cancer awareness, Maternal and child health. Students and faculty participate in National health programs. Free medicines and screening for common

ailments are provided. Through participation in these camps students hone their skills in patient care, communication, empathy and leadership qualities, thus fostering their academic and career outcomes. Blood donation camps ensure easy accessibility and adequate supply of safe and quality blood and blood components. Free dentures are provided to needy patients through “Danta bhagya yojana” program.

**2. Response to Covid Crisis:** Two hospitals with dedicated Covid care center and hospital with 250 beds, including ICU as well as NABL accredited BSL II laboratory has been established on war footing. In addition, public education on prevention, diagnosis and management of COVID have been aired through radio Siddhartha, Doordarshan and social media.

Engineering college has designed and fabricated low cost (Rs. 300/-) foot operated as well as automatic sanitizer dispensing device for use in our campus as well as other educational campuses.

## Technology

**1. Telemedicine:** Patients from rural health care centres, PHC's are provided specialty and super specialty consultation services and diagnostic services through Tele-Radiology.

**2. Radio Siddhartha FM 90.8 MHz:** Also known as the Voice of Tumkur has been effective in reaching out the larger section of the society through broadcasting innovative people oriented programs on education, agriculture, health and sanitation, social life, economic opportunities, small business, women empowerment, handicrafts., etc. Faculty and students of Sri Siddhartha Academy of Higher Education, actively participate in programs broadcasted by Radio Siddhartha.

## 1. Rural Education

As foundation support to the culturally handicapped rural children who are not exposed to technological advancements we have the following programs which elevate the prospects of all rural students:

**1. Participatory Leadership In Education And Social Empowerment (PLEASE):** Emerging manufacturing and energy jobs increasingly require an understanding of science and technology and rural schools are at a disadvantage as they can't attract qualified teachers for more advanced learning unlike their counterparts in urban schools. In the PLEASE program, Post graduate and graduate students enrolled in professional / technical courses volunteer to teach students in rural schools. This program exposes rural students to opportunities in the field of professional/ technical education. This project has been submitted to international organizations such as WHO and UNICEF.

**2. Technology Barrier Reduction Program:** Three weeks residential camps are conducted every year for rural children (17 boys and 17 girls) in engineering college premises facilitating concept learning in engineering fields.

**3. Digitalization of libraries in rural areas:**

Transition from book to digital library has been seamless in urban areas, the same has not been so in rural areas. To take a giant leap towards a digital powerhouse of knowledge and e-learning university has taken an initiative to adopt the Taluka

libraries and convert them into E- libraries so that students and public can have access to E-books, E-magazines and journals of both open access as well as proprietary, In addition embedded-video lessons and

test preparations are a part of the knowledge base. This digital initiative brings lessons in Kannada and English. Study materials cover subjects like science and technology, commerce and management, art and humanities for competitive exams.

### 1. Nation capacity building

We have been contributing doctors and Engineers every year since last 30 years all our alumni have contributed towards community empowerment in technology and health promotion from their individual contributions.

## COMMUNITY ENGAGEMENT

**1. Swachcha Bharath Abhiyan:** Groups of NSS volunteers visit nearby designated villages with prior intimation and there they interact with villagers and stress on the importance of cleanliness and hygiene in and around their living places and also educate them about hand hygiene before consuming food. During these visits, volunteers also clean the premises of schools and other public places.

**2. Lake rejuvenation:** Ground water level is very important to retain soil moisture and to sustain the entire flora and fauna throughout the year. Academy has adopted few lakes near Tumkur and constructed trenches and soak pits, thus ensuring that water percolation into ground soil. Tanks have been constructed to harvest rain water. This has enhanced the water tables, water availability in the open wells, tube wells adjacent to the adopted lakes.

**3. Green Graduation:** Another novel initiative of the Academy, where in first year students of Medical, Dental and Engineering colleges plant tree saplings within a month of their joining to the college. They are expected to look after these saplings till their graduation. A photograph of the tree will be printed in their Graduation Certificate, as a Green Graduate. This is an implementable and sustainable green environment project.

With the above projects the university has reciprocated to Honourable Prime minister's vision of vocal for local and also the UGC guidelines and has made a distinctive contribution to overall development of India

File Description	Document
Link of appropriate web in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

The university has been functioning as a highly service oriented educational unit at this part of the country catering to the aspirations of the highly downtrodden and weaker sections of the society, with our students drawn mostly from the rural background. The sponsoring society of the University has been following the motto of 'service to the poor' and 'reach the unreached' in terms of extending the required support for education of the rural mass in all possible ways, be it engineering and technical education, medical education, or school education through various schools spread over the entire State of Karnataka. Special medical facilities have been extended to the needy people throughout the year, from the medical Colleges of the university, with special COVID care units set up to encounter the CORONA pandemic issues.

### Concluding Remarks :

In conclusion, it is to be appreciated that the University and its constituent colleges are striving hard, since their inception, to come up to the expectations of all the stake holders, in terms of fulfilling the set objectives and goals, in line with the vision and mission statements.

This has been made possible largely due to the noble and forethoughts made and sincere efforts put in by our proud founders: late Sri. Dr. H.M. Gangadharaiah, the well known freedom fighter and a social reformer, late Sri. Dr. G. Shivaprasad, founder Secretary and the present hon'ble Secretary, Sri. Dr. G. Parameshwar.

There are continuous and sincere efforts made by all the faculty and staff of the Academy to ensure that the students who have decided to make their career at SSAHE will:

- Get the right ambience expected for their studies so as to make their learning really enjoyable and memorable
- Get equal opportunity to express themselves well without any hesitation, inhibition or inferiority complex, on their part, during all the discussion meetings,
- Get addressed their academic as well as the allied grievances, if any, during the period of their stay in the campus, with due consideration and Redressal.
- Get enough opportunity for successful training and subsequent placement in organizations of their choice,
- Get rightly tuned in respect of personality development from all possible directions including professional and social ethics, behavior and attitude, service to the nation and humanity, social values and commitment, interpersonal relations, etiquette, etc.