



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION

- Name of the Head of the institution **Dr. K B Lingegowda**
- Designation **Vice-Chancellor**
- Does the institution function from own campus **Yes**

- Phone no. of the Vice-chancellor **9845226581**
- Alternate phone No. **9844457597**
- Mobile no (Vice-chancellor) **9845226581**
- Registered Email ID (Vice-chancellor) **vc@sahe.in**
- Address **Agalakote**
- City/Town **Tumakuru**
- State/UT **Karnataka**
- Pin Code **572107**

2.Institutional status

- University **Deemed**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Private**
- Name of the IQAC Co-ordinator/Director **Dr. Chidananda Murthy M V**
- Phone No. **9844457597**
- Alternate phone no. **9844022363**
- Mobile No: **9844457597**
- IQAC e-mail ID **iqac@sahe.in**
- Alternate e-mail **info@sahe.in**

3.Website address <https://www.sahe.in/>

4.Whether Academic Calendar prepared during the year? **Yes**

- If yes, was it uploaded in the Institutional Website? <https://www.sahe.in/calender-of-events.html>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	30.1	2015	16/11/2015	15/11/2020

6.Date of Establishment of IQAC **08/05/2015**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8.Is the composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **4**

- Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website **Yes**

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

10. Did IQAC receive funding from any funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

Academic and Administration Audit

Setting the target and time lines for all the academic activities

Analysis of faculty and staff's self appraisal

Feedback on curriculum

Feedback on infrastructure

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
NAAC SSR preparation	Prepared as per the timeline and accredited with A+ grade

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

- Name of the statutory body

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<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
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<ul style="list-style-type: none"> If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Academic and Administration Audit	
Setting the target and time lines for all the academic activities	
Analysis of faculty and staff's self appraisal	
Feedback on curriculum	
Feedback on infrastructure	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
NAAC SSR preparation	Prepared as per the timeline and accredited with A+ grade
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Academic council	21/11/2023
14.Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
Sri Siddhartha Academy of Higher Education has Management Information System to cater the need of E-Governance,	

Documentation and Maintenance, The following modules are available and adopted by the academy 1. Student Information system 2. Student Registration 3. Class timetable and monitoring 4. Continuous internal assessment module 5. Examination module 6. Hostel module 7. Admission module 8. Alumni module 9. Faculty self assessment module 10. Feedback module Etc.

15.Multidisciplinary / interdisciplinary

As per the resolution in 21st meeting of the Academic council held on 22nd October 2020, a decision was made by the council to implement the National Education Policy (NEP) and an expert committee was constituted. After making all preparations and incorporating valuable inputs from the expert committee, NEP is been implemented for engineering programs with effect from 2022-23 academic year. As per the NEP guidelines, new scheme is prepared incorporating holistic multidisciplinary education, optimal learning environment and support for students. AICTE Activity Point Program is implemented where every student of the program will participate in co[1]curricular and other activities to earn 100 points at the end of the course. The various initiatives are pipelined which will help in having larger numbers of international students, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. The institute has revamped curriculum, pedagogy, assessment, and student support for enhanced student learning experiences as per the vision of the policy.

16.Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. In line with Vision of NEP, Academic Bank of Credits has been established by Ministry of Education, Govt of India on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored. Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records are administered by academic institutions via the NAD Platform. As per the resolution in twenty first meeting of the Academic council of Sri Siddhartha Academy of Higher Education held on 22nd October 2020, a decision was made by the council to establish Academic Bank of Credits to facilitate Transfer of Credits. However the award records are deposited by the institute

via NAD platform.

17.Skill development:

Most of the programmes, wherever provision was made by the Regulatory Bodies, curricula has been designed with appropriate opportunities of Skill Development and Transferable Skills Courses. These courses aim to develop domain specific as well and Life Skills in the scholars to make them adept to the modern requirements of career advancement. All programs have ample opportunities for field works, project works, and internship to develop professional skills whereas the Soft Skill enhancement is achieved by conducting special programmes on Soft Skill Development through experts in the field. Besides teaching the curriculum, the institution takes various initiatives to offer value based education. Life Skill Programmes are conducted to promote life values. Important days like Republic Day, Independence Day, Constitutional Day, Voter's Day, Environment Day, National Integration Day and many other important days / events of national importance are celebrated to promote national integration. Competitions are conducted on such occasions to motivate the students and to inculcate positivity in the young minds. Life skill programmes like Yoga, Mediation, Women Safety, Health and Hygiene, etc, are organized with the services of industry experts who offer hands-on training.

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

The Institution is a Deemed to be University institution in rural area of Tumkur District of Karnataka State of India. Since its inception the institution has been promoting the culture and heritage of our nation. Along with the modern education in the fields of Medical, Dental, and Engineering, the institution also promotes the Indian Knowledge System with the support of ample books in Library that refer to Indian Knowledge System in the modern domains of education. The institution organizes different cultural events to inculcate the awareness and knowledge about Indian heritage and its culture in the youngsters that would create strong future of the Nation.

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

Sri Siddhartha Academy of Higher Education (SSAHE) - deemed to be University institution of higher learning, encouraging innovation and creativity amongst our students. The Academy is designed to provide holistic education, enabling students to stand on their own feet. The focus is always on promotion of self-learning and

honing talents to ensure the all-round development amongst our students. SSAHE endeavors to follow the outcome-based education under the choice base credit system (CBCS) curriculum as per the guidelines of statutory council since 2009-10. It is targeted at achieving desirable outcomes (in terms of knowledge, skills, attitudes and behavior) at the end of a program. Teaching with this awareness and making the associated effort constitutes outcome[1]based education. This entails a regular methodology for ascertaining the attainment of outcomes, and benchmarking these against the program outcomes, consistent with the objectives of the program. OBE frame work is formulated through,

- Identify and defining the learning outcomes at all levels and explicitly documents the same in the curriculum.
- Organizing the teaching and learning activity through student centered activity and project base learning.
- Assessment and evaluation at all levels of learning outcomes i.e. PEOs, POs and COs.

20.Distance education/online education:

Being governed by respective regulatory authorities, the institution has less liberty to modify the curricula or its modes of delivery yet, SAHE makes use of its modern ICT infrastructure to provide maximum possible liberty to its students for planning their learning. Online Lectures, eBooks, eJournal, and access to different recorded sessions enable its students to plan their studies in their own ease. The infrastructure and ICT facilities of the institution are continuously augmented to meet the existing demands. The post-Covid scenario has increased the use of many virtual platforms in teaching-learning. Both the teacher and student community are now comfortable with many online tools for teaching. During the pandemic, the institution made the best use of blended learning. Online exams, online quizzes, webinars, online assignments along with regular physical classes have been tried by the institution as a part of blended learning.

Extended Profile

1.Programme

1.1	55
Number of all Programmes offered by the Institution during the year	

File Description	Documents
Data Template	View File

2.Student	
2.1	4044
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	1003
Number of graduated students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	395
Number of full-time teachers during the year	
File Description	Documents
Data Template	View File
3.2	395
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	18366.11
Total expenditure excluding salary during the year (INR in lakhs)	
File Description	Documents
Data Template	View File
Part B	
CURRICULAR ASPECTS	

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global 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.

The curricula of programmes are aligned to the needs of the Nation and have been developed on an assessment of local, regional and global healthcare practices as well as the needs of the society and the industry. The curriculum for the University is prepared by the University based on the curricular framework provided by the concerned Statutory Regulatory Bodies. The University strives to interact 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 Curriculum Development Cell (CDC) in accordance with the NMC/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 its curricular design and development.

Each program has a well-defined Program Educational Objectives (PEOs) which are reflected in the Program Outcomes (POs) and Course Outcomes (COs). The University follows a student-centric approach in teaching and learning methodologies, to impart the necessary knowledge, skills, attitude, and values to student's which ensures that they become lifelong learners.

Based on the feedback from the stakeholders, the curriculum is designed to bring out the attributes and competencies in students, besides imparting the required inputs on optimal sequencing, alignment, reinforcement and coordination of content across disciplines, which ensures progressive development of students.

File Description	Documents
Curricula implemented by the University	Nil
Outcome analysis of POs, COs	Nil
Any other relevant information	Nil

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

16

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

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

The Mission of the 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 specialty 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.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	No File Uploaded
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	No File Uploaded
Any other relevant documents	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number 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)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

18

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be

included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

3

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

1.2.3.1 - Number of courses offered across all programmes during the year

3382

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

SSAHE is committed to nurturing socially-responsible and eco-literate global citizens. Gender, Environment (including sustainability), human values, health determinants & right to health issues, emerging demographic changes and professional

ethics are intrinsic to our university and find reflection in its vision, mission, and graduate attributes. The University enriches its curriculum on these issues with relevant additional courses included, and by conducting short-term certificate programs. The university conducts certificate programs on:

- Foundation course on Professional Courses
- Environmental studies
- Constitution of India and
- Professional Ethics

Foundation course curriculum introduced as a part of CBME strengthens the issues like gender equality and environmental sustainability. Series of Guest lectures and panel discussions with experts are organized to train students in humanity, right to health issues, emerging demographic changes and professional ethics on a periodic basis. Interactive sessions, movies, videos, role plays and small group discussions 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 for 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 conservation and recycling of water and rational use of environmental resources.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	Nil
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	Nil
Any other relevant information	No File Uploaded

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year**1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year****1997**

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

Field Visits, Research, Project Works, Seminars, Internships, Community Services, and other similar activities are intrinsic part of course curricula in all programs at SSAHE and its constituent colleges. Most of the courses covered in the Medical and Dental Programs are based on demonstration of practical skills. The engineering and technology programs have major inclusion of practical and field/industry experience. All programs have been designed and implemented to mandate hand-on exposure to the students through industrial internship and field visits.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	Nil
Any other relevant information	Nil

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
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File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	No File Uploaded
URL for feedback report	https://www.sahe.in/disclosure2022-23/Curricula/Feedback
Sample filled-in Structured Feedback forms by the institution for each category	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as:	A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional
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File Description	Documents
URL for stakeholder feedback report	https://www.sahe.in/disclosure2022-23/Curricula/Feedback
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View File
Any other relevant information	No File Uploaded

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 during the admission process

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
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	View File
Any other relevant information	View File

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

2.1.3.1 - Number of students from other states and countries during the year

276

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	No File Uploaded
Copy of the domicile certificate/passport from respective states / countries	No File Uploaded
Previous degree/ Matriculation / HSC certificate from other state or country	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement	A. All of the Above
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File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

3899

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by

SSAHE adopted various student centric teaching-learning methods to enhance their learning experience in all the programs offered by the academy. Following are the few such methods adopted at the academy.

- Experiential learning
- Integrated/Inter-disciplinary learning
- Participatory learning
- Problem-solving methodologies
- Self-directed learning
- Patient-centric and Evidence-based learning
- The Humanities
- Project-based learning
- Role play

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	Nil
Any other relevant information	No File Uploaded

2.3.2 - The Institution 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. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

Teachers at SSAHE are digitally-savvy and have been using ICT-enabled tools for effective TL process, with the availability of Wi-Fi extended throughout the campus.

Smart/Virtual class for effective interactive Teaching - Learning, through well equipped high resolution multicolor LCD projectors which have a contrast ratio of 15000:1 and an HDMI port, with user-friendly Wi-Fi connect.

Interns are benefited by the MCQ classes which are regularly conducted by the staff using ppt as a teaching tool. 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.

Online meetings with students using WebEx and Zoom platforms, to conduct online classes/seminars/webinars/You tube live streaming, to enhance the Teaching- Learning is used extensively. 160 faculty

members have used Goggle meet and Google classroom.

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

Another milestone in ICT section includes the Online streaming of clinical procedures and demonstrations, set up in all the departments. Demonstration of clinical/ educative procedures are recorded live in a DSLR or mobile camera and is broadcasted on to a laptop. 38 faculty members have uploaded video lectures online.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	Nil
List of teachers using ICT-tools	Nil
Any other relevant information	Nil

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
180	3899

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

397

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialties /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 during the

year

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. During the year data to be entered

88

File Description	Documents
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 number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

7843

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year**397**

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	No File Uploaded
Reports of the e-training programmes	No File Uploaded
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	No File Uploaded
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://www.sahe.in/disclosure2022-23/Teachers-Data/TeacherTraining/EContent-Training/
List of e-contents / e courses / video lectures / demonstrations developed	No File Uploaded
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

2.4.5 - Number 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 / academies during the year**27**

File Description	Documents
Institutional data in the prescribed format/ Data Template	View File
Certified e-copies of award letters (scanned or soft copy)	View File
Any other relevant information	View File

2.5 - Evaluation Process and Reforms

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

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

179

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

0

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	Nil
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

- Answer sheets and marks are shown to students and queries are resolved by discussion with respective teachers for**

internal evaluation.

- MCI has introduced major reform in medical education in the form of competency based assessment in 2019-20. It is to bring objectivity in assessment and also to improve ownership of teaching-learning and assessment.
- Assessment of post-graduate students is done at various workplaces like various wards, OPDs, OT's, ICUs, casualty and laboratories by faculty. It includes log book maintenance, research activities etc
- It is done periodically by the students through checklist which discussed and reviewed by respective departments.
- Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) are assessment methods based on a student's performance that measure their clinical/procedural competence. It is followed by departments through formative assessment.

File Description	Documents
Details of examination reforms implemented during the year	Nil
Any other relevant information	No File Uploaded

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

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

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

- SSAHE has adopted Outcome Based Education (OBE). Main focus is on measuring student performance i.e. outcomes at different levels.
- Program Outcomes: At SSAHE, all the programmes have program outcomes (PO) which ensures the graduate attributes attainment. Before the start of any program, the graduate attributes are carefully articulated.
- Program-specific outcomes (PSOs): The PSOs are designed and extensively formulated by Curriculum Development Cell (CDC, an academic team constituted by a group of senior faculties of the program during the designing of curriculum.
- Course outcomes (COs): The program outcomes are trimmed into Course outcomes ensuring applied, analytical and experimental learning, reflective and critical thinking.
- Mapping of learning outcomes: Course-specific outcomes/Competencies are mapped with the course outcomes using attainment values (Substantial, Moderate, Slight and

None).

- The assessment tools: We emphasize extensively on formative assessment over summative assessment. It helps students to shape learning by metacognition and to improve their performance.
- The Board of studies meeting identifies the attributes of every program and ensures refinement and reinforcement.
- Feedback are taken from Alumni, Health industries Expert, that provide inputs for the program outcomes.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	Nil
Methods of the assessment of learning outcomes and graduate attributes	Nil
Any other relevant information	No File Uploaded

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

839

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://www.sahe.in/disclosure2022-23/Students-Data
Any other relevant information	No File Uploaded

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	No File Uploaded
Database of all currently enrolled students (Data Template)	No File Uploaded

RESEARCH, INNOVATIONS AND EXTENSION
3.1 - Promotion of Research and Facilities
<p>3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website</p> <p>Sri Siddhartha Academy of Higher Education (SSAHE) has formulated broad policy guidelines for research activities at its constituent institutions (https://sahe.in/research-regulations.html). Research activities are promoted and monitored by central research committee through Institutional heads and research coordinators. The Institutional policy for Research Capacity Building and Strengthening has been operational and is meticulously followed in a sustainable manner. 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 ideated, designed and executed.</p> <p>Progressive steps taken by the Research Committee have yielded positive results of funded projects</p> <p>(Rs.15 lakhs) obtained from various funding agencies. 100% of Departments are recognized by national and international agencies, like ICMR, DST, DBT, NACO, WHO etc. For the Academic year 2022-23, 27 of our faculty have been recognized for their research contribution through awards, fellowships and financial support. 29 students also been awarded for presenting research papers. The thrust areas of research in genetic diseases have led to the establishment of IVF centre and cytogenetic research facility. Our faculty have been constantly submitting research proposals to various potential funding agencies both at the state and central levels; in addition we also provide financial assistance through seed money as well as full grants to them.</p>

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	No File Uploaded
Document on Research promotion policy	No File Uploaded
Any other relevant information	No File Uploaded

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

39

File Description	Documents
Sanction letter of seed money to the faculty	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	No File Uploaded
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	No File Uploaded

3.1.3 - Number of teachers awarded national/international fellowship/Financial support for advanced studies/collaborative research/conference participation in Indian and Overseas Institutions during the year

20

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	No File Uploaded
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

3.1.5 - University has the following facilities
Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research

A. Any 5 of the Above

File Description	Documents
Videos and geo-tagged photographs	Nil
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	No File Uploaded

3.1.6 - 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, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

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/or International agencies

3

File Description	Documents
E-copies of departmental recognition award letters	No File Uploaded
List of departments and award details (Data Template)	View File
Any other relevant information	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - 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 year

1972000

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	No File Uploaded

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

1972000

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	No File Uploaded
List of projects and grant details (Data Template)	View File
Any other relevant information	No File Uploaded

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

1972000

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Supporting document/s from Funding Agencies	No File Uploaded
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Innovation Ecosystem

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

In recognition to our Continuing efforts in bringing the Entrepreneurial Culture, we have instituted "Gangadharaiah - Memorial Entrepreneurship Development and Incubation Center"-(G-MEDIC) in a builtup area of 15,000 Sq.ft with necessary infrastructure in the premises of Sri Siddhartha Institute of Technology (SSIT). We have received support from Government of Karnataka, Dept. of Industries and Commerce to our incubation center through the "Science & Technology Entrepreneurs Park"-(STEP) program. We have been conducting various Skill Development Programmes, Entrepreneurship Development Programmes and Entrepreneurship Awareness Programmes and other activities for the benefit of youth of Tumkur. STEP-SSIT has initiated chapter "VARCITY CIRCLE" chapter to train the young budding students of college on innovative project development.

SSIT also has an established Skill Development Centre - "Sri Siddhartha Vocational Training Centre"- in collaboration with Department of Industries and Commerce and STEP-SSIT to benefit students and desirous public. The skills up-gradation is provided towards:

1. Repair and Maintenance of Air Conditioners and Refrigeration systems.
2. Repair and Maintenance of Electrical and Electronics Equipment.
4. Basic Computer Skills.
5. CNC Machines Operation and Programming.
6. Computer-Aided Drawing.

File Description	Documents
Geotagged photographs of the facilities and innovations made	No File Uploaded
Any other relevant information	No File Uploaded

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 year

Workshops, in line with the national IPR policy, were held by IP experts for creating awareness about IP processes followed and to achieve outcomes. Workshops on technology trends, quality assurance and professional ethics were conducted for Engineering faculty and students.

Good clinical practice training related to the design, conduct, and reporting of clinical trials is given to all the researchers involved in human subject studies to achieve the required standards. Workshop and training sessions as well as refresher courses are held on good laboratory practices, good pharmacy and collection practices. Ethics committee members are also trained at regular intervals so that they are updated with the latest guidelines. Medical Education Unit of Sri Siddhartha Medical College conducts these training activities. 95 faculties from Sri Siddhartha Medical and Sri Siddhartha Dental College have been trained in these workshops. As a part of good clinical practice all the patients / clinical records are maintained as per the statutory requirements.

SSAHE facilitates and encourages the researchers to apply for national and international grants. Senior faculty and external expert's train and mentor junior faculty when applying for grants. Information about different grant calls across different disciplines is shared with faculty. The research grant training programs provide a platform for both students and faculty to understand the importance of grant writing to carry out successful research. Ten research grant training programs have been conducted in the last five years and more than 250 students and 50 junior faculty have benefitted from the program.

File Description	Documents
Reports of the events	Nil
List of workshops/seminars on the above conducted during the year	Nil
Any other relevant information	No File Uploaded

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

30

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	No File Uploaded
Link to appropriate details on the Institutional website	Nil
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year**3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)**

5

File Description	Documents
Registration letter	No File Uploaded
E- sanction order of the University for the start-ups on the campus	No File Uploaded
Contact details of the promoters	No File Uploaded
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	No File Uploaded

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 Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	No File Uploaded
Course content of research ethics and details of members of Ethics Committee	No File Uploaded
Copy of software procurement for plagiarism check	No File Uploaded
Minutes of the relevant committee meetings for the year with reference to the code of ethics	No File Uploaded
Details of committee on publication guidelines	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award

A. All of the Above

File Description	Documents
Policy on Career advancement for the awardees	No File Uploaded
Policy on salary increment for the awardees	No File Uploaded
Snapshots of recognition of notification in the HEI's website	No File Uploaded
Copy of commendation certificate and receipt of cash award	No File Uploaded
List of the awardees and list of awarding agencies and year with contact details for the year	No File Uploaded
Incentive details (link to the appropriate details on the Institutional website)	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

2

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	No File Uploaded
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	No File Uploaded
Technology transfer document	No File Uploaded
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per

recognized PG teacher of the Institution during the year**3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year****9**

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	No File Uploaded
Web page for research in the Institutional website.	Nil
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	No File Uploaded
Any other relevant information	No File Uploaded

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year**3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year****50**

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://www.sahe.in/disclosure2022-23/Research-and-Extension/Book-Chapters-Published
Names of the indexing databases	No File Uploaded
Any other relevant information	No File Uploaded

3.4.7 - 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 year

3.4.7.1 - 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 during the academic year

50

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	No File Uploaded
Any other relevant information	No File Uploaded

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

20

File Description	Documents
List of the publications during the year	No File Uploaded
Any other relevant information	No File Uploaded

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

35

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

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

Institution has a well established IPR policy to encourage creativity and innovation among employees, faculty members, staff (permanent and temporary), visiting scholars, fellows, research scholars, and students associated with SSAHE 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, inventors and other stakeholders. A major portion of the revenue generated (60%) from IPR is shared with the Faculty-Inventor.

The IPR policy broadly covers following domains of IP Patents Copyrights Trademarks Priority areas for innovation mentoring are in line with national IPR policy 2016 and are Energy, healthcare including biomedical engineering and biotechnology. 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.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	Nil
Link to the soft copy of the IPR and Consultancy Policy	Nil
List of the training / capacity building programmes conducted during the year	Nil
Any other relevant information	Nil

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

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

62.75

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	No File Uploaded
CA certified copy/Finance Officer Certified copy attested by head of the Institution	No File Uploaded
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	No File Uploaded

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, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

236

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

3800

File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

- Multiple State, National, and International Certificates of appreciation in World Oral health Day
- Gubbi 2023
- Hebbur 2023

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	No File Uploaded
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	No File Uploaded

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 year

SSAHE with the Vision of "Reaching the Unreached" encourages the staff and students of all its constituent colleges to involve in social service, in support of the development of neighborhood community. School Education Rural digital library services with educational videos suitable for learning activities of high school students has been established at Gubbi (Rural) Taluka library facilitating digital learning even in the absence of internet. Five High schools from surrounding areas use this facility. Health and Environmental Education Health Education to villagers is provided during the medical camps, dental camps and national health programs conducted in surrounding villages.

Rain water harvesting awareness and Groundwater replenishment activity through lake rejuvenation with water harvesting pits was dug in the lake bed. Swachha Bharath Abhiyan Cleanliness awareness campaigns have been conducted in rural areas since 1990 earlier it was carried out under the banner of "Shramadhan" and now under the banner of "Swachha Bharath". Three rural activities are conducted every year and more 100 students participate in each activity.

Urban and Rural Health Care Free medical and dental healthcare is provided regularly on scheduled days by specialists at Urban Health Training Centers (UHTC) ,Rural Health Training Centers (RHTC) and health camps in the serving district, thus ensuring the supportive healthcare to these economically challenged strata of the society. Our students participate in national health programs like Pulse polio, school health camps, Blood donation camps, ophthalmic camps under DBCS, oral and cervical cancer screening camps under Pradhanmantri Swasth Suraksha Yojana

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	Nil
Link for additional information	Nil
Link for additional information	Nil

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

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

69

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	No File Uploaded
Link with collaborating Institution's website	Nil
Any other relevant information	No File Uploaded

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

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

110

File Description	Documents
E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	No File Uploaded
Institutional data in prescribed format	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

- The infrastructure of the Institution is suitably designed and well-furnished with separate and adequate structures for Classrooms, Seminar halls equipped with Audiovisual, LCD projectors, Office space, Laboratories, Library, Student Amenities, Faculty Rooms, Guest Houses and Residential Facilities for students and faculty.
- Laboratories are well equipped with latest and well-functioning equipments.
- The Institution has one of the best Libraries with e-learning and teaching resources. The library committee ensures that latest editions of books and journals are available as per the requirements. Book bank facility is given for economically backward students.
- Seminar halls and smart class rooms are used on a sharing basis by all the departments, for conducting various academic programs.
- Library is kept open on holidays/extended hours for all the registered users.
- The institute has well-equipped mobile dental van where students are posted to serve needy populations in urban and rural centers, to provide the students with adequate community-based learning experience.
- Respective departments have well-equipped laboratories to fulfill the necessities of patients and students. For Skill labs there are separate metal ceramic lab for Prosthodontics and Conservative departments. All the facilities are adequate and as stipulated by the Statutory Regulatory bodies.
- Each department has its own computer centre, 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.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	Nil
Geotagged photographs of the facilities	Nil
Any other relevant information	Nil

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

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.

Outdoor Infrastructure facilities available:

- Athletics Track (400 mts)
- Basketball Court
- Shuttle Badminton Court
- Kabaddi Court
- Kho-Kho Court
- Football Field
- Tennis Court
- Volley ball Courts (2 Nos.)

Indoor Infrastructure facilities available:

- Fitness Centre for Men -With multi gym one set, bicycle elliptor
- Bouncing ball -one,
- Bicycle elliptor
- Fitness Centre for Women -With Multi gym one set, treadmill
- Table tennis
- Carom boards
- Chess
- Badminton

The college has four Auditoria and an open-air theatre. The college has playgrounds for various sports and games, Athletic track, Cricket ground. Annual Sports Meet is conducted where students and staff participate in various indoor and outdoor games.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	Nil
Any other relevant information	Nil

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

- Hostel facilities are available for boys and girls, have separate hostels for postgraduate students and NRI students. All the hostel gates are closed by 9.30pm.
- Campus has facilities of a 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 wastewater 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 generators.
- Each hostel provides facilities like boarding, lodging, indoor games, newspaper/magazines, reading rooms, visitor's 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 case of emergencies, doctors, medical facilities, and transportation are provided. Security is ensured 24 hours.
- The campus has a very good green aesthetics, with well-maintained Landscape. The campus is self sustained with water obtained from 5 bore wells 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 water harvesting, recharging of bore-wells and groundwater recharge.

File Description	Documents
Geotagged Photographs of Campus facilities	Nil
Any other relevant information	Nil

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

8451

File Description	Documents
Audited report / utilization statements (highlight relevant items)	No File Uploaded
Details of budget allocation, excluding salary during the year (Data Template)	View File
Any other relevant information	No File Uploaded

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

The SSAHE has been consciously developing/upgrading the Teaching hospital/Equipment/services as mandated by the Statutory Authorities, not only to serve the Teaching-Learning needs of the students but also service to the patients.

Sri Siddhartha Medical College caters to a state-of-the-art teaching/service hospital with the following facilities:

- Number of Beds: 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 :11
- Number of Laboratory diagnostic service departments: 4
- Clinical laboratories: 6 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.
- Central Sterile Supply Department - 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 campusto 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

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	Nil
List of facilities available for patient care, teaching- learning and research with geotagged evidences	Nil
Any other relevant information	Nil

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

SSAHE has separate Outpatient and inpatient block. OPD block has 10 specialty departments with adequate seating facilities for

patients and 10 super specialty departments with adequate opd rooms and patient waiting areas. Hospital have separate opd counters for each sections, separate cash counters, huge patient waiting area in the entrance of the opd block and also at each departmental opds with adequate seating facilities for patients, drinking water facilities and public toilet facility were provided. Hospital will have an average of 1850 opd patients per day.

SSMC has 960 bedded inpatient block with adequate water and electricity facility for 24/7. Hygienic free food will be provided to all inpatients admitted in the general wards. Both RAMP and lift facilities for patients were provided in the hospital. On rotation all wards have adequate and qualified nursing staff work round the clock.

For all sorts of cases, SSAHE has well equipped minor OTs and major OTs and associated with medical college for the Inpatient wards.

File Description	Documents
Outpatient and inpatient statistics for the year	Nil
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	Nil
Link to hospital records / Hospital Management Information System	Nil

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI, ISO certification of departments /Institution GLP/GCLP accreditation.

A. All of the Above

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	No File Uploaded
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

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

- **The Library Fully automated with standard library software package-NewGenLib. It is customized and AMC service has offered by Verus Solutions Pvt. Ltd. All transactions are fully computerized; barcode scanners are used for transaction of books with an open access system.**
- **The library has a total seating capacity of around 1500 (SSMC, SSDC & SSIT). It is a semi air-conditioned modern Library with a carpet area of about 1945Sq.mt (SSIT).**
- **The library services are available during working days from 8am to 9pm, and days before examinations from 8am to 11pm, during examinations from 8am to 12pm and on holidays from 9am to 2pm.**
- **Library has individual reading carrels, lounge area for browsing and relaxed-reading, and 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 with 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 multiuser access at the Central Computer Unit are also setup.
- The departments and the library reading areas have Wi-Fi connectivity.

File Description	Documents
Geotagged photographs	Nil
Any other relevant information	Nil

4.3.2 - 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

Details

Total

List of Text books

119698

Reference Volumes

438

Journals

14789

Dissertation

435

Reference Book**9210****Magazines****402****E-Books****31,36,509**

File Description	Documents
Library acquisition data for the year	Nil
Any other relevant information	No File Uploaded

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

22.45226

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	No File Uploaded
Audited Statement highlighting the expenditure for purchase of books and journal library resources	No File Uploaded
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	No File Uploaded
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	No File Uploaded

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

A. All of the Above

File Description	Documents
Give links or upload document of e-content developed	No File Uploaded
Supporting documents from the hosting agency for the e-content developed by the teachers	No File Uploaded
Give links e-content repository used by the teachers / Students	https://www.sahe.in/disclosure2022-23/Teachers-Data/TeacherTraining/EContent-Training/
Data Template	View File

4.4 - IT Infrastructure

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

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

158

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	No File Uploaded
Consolidated list duly certified by the Head of the institution	No File Uploaded
Geotagged photographs	View File
Any other relevant information	No File Uploaded

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

SSMC frequently/regularly invests in enhancing server capacity and new strategies so that the physical IT infrastructure in the University has the flexibility, resistance and capability to reliably and securely deliver the range and scale of IT solutions that strengthens the student's learning and experience.

Further, IT services are upgraded to deliver across a range of technology platforms. This overcomes break down technology barriers and provides a wider range of options through which students/teachers/researchers can access services both on and off the campus.

The internet facility in the campus is provided 24x7, all through the year with 1500 Mbps leased line, both for students and staff members. A standalone central computer centre 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.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	Nil
Any other relevant information	Nil

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

A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	No File Uploaded

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

- The Institute campus has Media centre, which houses a community radio, Television studio, videoediting 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 a multimedia lab for all the stakeholders.
- 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-the-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	Documents
The e-content development facilities	Nil
Geotagged photographs	Nil
Any other relevant information	Nil

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

2795.676275

File Description	Documents
Audited statements of accounts on maintenance	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	Nil
Any other relevant information	No File Uploaded

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

- There is a dedicated Estate Office headed by a designated Estate Officer of the SSAHE, of the rank of a Professor cadre. Maintenance works are monitored based on the requirement of the departments which are through the respective Principals. Maintenance registers have been kept for recording the maintenance works.
- The maintenance labor force is monitored regularly through the Register kept at the Estate office.
- 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 maintenance and service of the equipment provided to each department. The mechanic is in

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

- The estate manager looks 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:
 - Generators
 - Electrical items
 - Air conditioners
 - Vehicles
 - Landscape & Garden
 - Laboratories
 - Sports facilities
 - Computer and internet facilities
 - Classrooms and seminar halls
 - Basic Amenities

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	Nil
Log book or other records regarding maintenance works	Nil
Any other relevant information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

3397

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	No File Uploaded
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	No File Uploaded
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	No File Uploaded

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes
Soft skills development
Language and communication skill development
Yoga and wellness
Analytical skill development
Human value development
Personality and professional development
Employability skill development

A. All of the Above

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	No File Uploaded
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://www.sahe.in/disclosure2022-23/Students-Activities/Capacity-Building
Any other relevant information	No File Uploaded

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

383

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
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 preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell

The Institution has an active International Student Cell which is headed by two Professors (Dr. GN Prabhakara, Vice Principal of SSMC and Dr. Baratheesh J.V., Vice Principal of SSDC). The cell is a single-window facility for the international students and is responsible for all of the following:

- International student Admissions: Campaign, Marketing and Enrolment.
- Support for procedures related to their Visa and registration with FRRO (Foreign Residents Registration office), support to ensure necessary clearances from the Ministry of External Affairs and such others.
- The institution provides various programmes to the international students in order to orient and sensitise them 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 tenure of studies at the institution.
- International student Welfare: Student Housing requirements (provided in the campus for ensuring safety and security) and travel support whenever needed.
- Periodic health checkup and regular healthcare needs are provided to the international students. Counselling sessions and Yoga classes are regularly conducted to combat mental

health issues and stress management (If any).

- The institution constantly maintains communication with the Embassies of countries from where the students have immigrated from, and also with the sponsoring agencies/funding agencies/nodal persons in the governments from those countries, for any assistance and support.

File Description	Documents
International students' cell	Nil
Any other relevant information	Nil

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
The Institution has a transparent m	No File Uploaded
Circular/web-link/ committee report justifying the objectives of the metric	https://www.sahe.in/disclosure2022-23/Grievances-Redressal
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

36

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

721

File Description	Documents
Self-attested list of students placed / self-employed	No File Uploaded
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

55

File Description	Documents
List of students who have progressed to Higher education preceding academic year	No File Uploaded
Supporting data for students/alumni	No File Uploaded
Details of student progression to higher education (Data Template)	View File
Any other relevant information	No File Uploaded

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 year

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) during the year

21

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	No File Uploaded

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

SSAHE has a vibrant Students' Council with the following objectives:

- To enhance communication amongst students, staff and management.
- To promote an environment conducive for overall development
- To support the management and staff in the overall development of the college

The office bearers of the student council are elected/selected by the class representatives.

The council consists of the Principal who is the chairman and student representative positions as:

1. Vice President (From among the final year CRs)
2. General Secretary (From among the pre-final year CRs)
3. Joint Secretary UG (From among the second year CRs)
4. Joint Secretary PG (representative from the CRs of PG classes)
5. Joint Secretary (lady representative among the CRs)
6. Sports Secretary (From among the final year CRs other than the VP)

Principal, Dean(Academics), Dean Students Welfare and office bearers of Students council will schedule year-long activities. Students Council will actively involved in various curricular, co-curricular and extra-curricular activities of the college. Principal will give good guidance for the smooth conduction of the activities with the able support of HoDs, Faculties and non teaching force. SSAHE has college wise students' council. Elections will be held in the beginning of the academic year in their colleges, each section will elect their class representative and these class representatives will form the student's council which will be valid for one academic year.

File Description	Documents
Student Council activities during the year	Nil
Any other relevant information	Nil

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

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

28

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	No File Uploaded
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

SSAHE has a registered Alumni Association. It has been functional and meets regularly. Members of the alumni are also part of teaching staff of the academy. Regular feedback is provided by the alumni in terms of administrative reforms, student welfare and

faculty recreational activities, along with guidance for the recently-passed-out students towards professional practice and career management.

Aims and Objectives:

- To establish and have contact with all old students of the college and meet periodically.
- Help the Association and keep the identity of the institution.
- Old students have excelled in 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 adopt modern approaches to medical problems faced in day to day practices of Medicine & to encourage each other professionally.
- Help in conducting and participating in various scientific meetings, conferences of National and International standards.
- Promoting Alumni association members whoever visits the institution and wishes to give guest lectures- arrangements are made by the Association.
- Future objective is to encourage conduct of feasible Public Education Programmes in various disciplines of Medicine, health check-up programmes in rural & slum areas etc. in order to create need-based awareness and organize outreach programs to help the community at large.
- The association aims to stand by the vision & mission of our college- "To reach the unreached".

File Description	Documents
Details of Alumni Association activities for the year	No File Uploaded
Frequency of meetings of Alumni Association with minutes	No File Uploaded
Quantum of financial contribution for the year	No File Uploaded
Audited statement of accounts of the Alumni Association for the year	No File Uploaded

5.4.2 - Provide the areas of contribution by

A. All of the Above

the Alumni Association / chapters during the year
Financial / kind Donation of books
/Journals/ volumes Students placement
Student exchanges Institutional endowments

File Description	Documents
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	No File Uploaded
List of Alumni contributions made during the year	No File Uploaded
Certified statement of the contributions by the head of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

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

VISION of SSAHE:

'Entrancing Education to reach the unreached'

MISSION of SSAHE:

- 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.

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 our 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, PMEB. Constituent colleges are governed as per the respective statutory bodies, and as aligned to the institution's Vision and Mission.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	Nil
Report of achievements which led to Institutional excellence	Nil
Any other relevant information	No File Uploaded

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

The SSAHE is committed to adopt decentralization and participative management in all its institutional practices, and believes in developing the next generation of Leaders through such practices. SSAHE believes in participative approach at all levels 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. These bodies are composed of teaching staff, and external experts in order to effectively function and carry out the respective 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 the mandate and roles and responsibilities. These powers, starting from the Vice-Chancellor to the faculty and administrative staff level have been defined with regard to recruitment, establishment, service conditions, terminal benefits, leave management, promotions, statutory compliances, decision making, grievance redressal, etc. The decisions made by such bodies, individuals and boards are implemented without delay.

3. Financial management - The financial delegation of powers is 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 diligently implemented by the institution/department level, following the various procedures in this regard. Procurement for the Academic pursuits, Laboratory requirements and Library books is decentralized.

File Description	Documents
Information / documents in support of the case study	Nil
Any other relevant information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Institutional Strategic Goals have been defined to have a measurable monitoring on the deployment and achievement of the Strategic Plan. Eight Strategic Goals for effective deployment of the Strategic Plan are as follows:

1. Curricular Aspects and Teaching-Learning
2. Research, Innovations and Extension Services
3. Infrastructure development and Learning resources
4. Good Governance
5. Faculty and Staff Empowerment Strategies
6. Financial Management and Resource Mobilization
7. Alumni engagements and interactions
8. Effective role of Internal Quality Assurance

Under each Strategic Goal, respective Recommendations and corresponding Achievements have been monitored and reported periodically.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	No File Uploaded

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

SSAHE is committed to effectiveness and efficiency in the functioning of its institutional bodies in the following manner:

- The well designed Organization structure is governed by Bye-Laws of the Academy which provide guidelines for the effective functioning of the Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board, Boards of Studies, Department of Studies, Deans of Faculty of Medicine / Dentistry / Engineering, Prescription of Fees / Services, Institution of endowment/ creation of visiting professorship / fellowships / consultants etc, Professor Emeritus, Teachers of the Academy, Institution/award of medals and prizes, Convocation for conferring degrees., and such others.
- The university follows the norms of statutory regulatory bodies for maintaining minimum faculty requirement and career advancement schemes. The recruitment process and procedures are 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 are followed as per Govt. of Karnataka guidelines, with effective and efficient implementation on time. 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.

File Description	Documents
Annual Report of the preceding academic year	Nil
Minutes of meetings of various Bodies and Committees for the preceding academic year	Nil
Any other relevant information	Nil

6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

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.

The teaching and non-teaching staffs have been extended all the statutory welfare schemes as recommended by the Govt. of India and the State Government. The welfare schemes include:-

Welfare measures for teaching staff

- 1. Employees Provident Fund as per PF rules**
- 2. Encouragement faculty for pursuing PhD**
- 3. Medical Assistance**
- 4. Maternity/Paternity Leave**
- 5. Accommodation & Quarters Facilities**

6. Transport Facilities**7. Sports & Recreation Facilities****Welfare measures for Non-teaching Staff**

1. Employees Provident Fund as per PF rules
2. Medical Assistance
3. Maternity/Paternity Leave
4. Accommodation & Quarters Facilities
5. Transport Facilities
6. Sports & Recreation Facilities
7. Finance Assistance

Timely promotion, increments, incentives are provided to both Teaching and Non-teaching members. 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 college.

File Description	Documents
Policy document on welfare measures	Nil
List of beneficiaries of welfare measures	Nil
Any other relevant information	Nil

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

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File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

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File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	No File Uploaded
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	No File Uploaded
Copy of circular/ brochure/report of training program self- conducted program may also be considered	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

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File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

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

SSAHE has been continuously making efforts to improve the academic training and research environment in all its constituent colleges. In this endeavor, the Academy has put in effective Performance appraisal System for both, Teaching and Non-teaching staff. 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 the feedback to improve on their contribution in the progress of the organization.

Performance Appraisal Mechanism for teaching staff:

The Academy has a structured and objective appraisal mechanism with scope for improvement. The three-tier appraisal involves:

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

The above appraisal 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 the teaching resources and methodologies
- The research relevance of the work resources delivered with the current developments in the respective fields.

Appraisal Mechanism for Non-teaching staff.

The work of the Non-teaching staff is also assessed periodically through a structured appraisal mechanism, which has been found to improve:

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

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

File Description	Documents
Performance Appraisal policy of the Institution	No File Uploaded
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

SSAHE and its constituent units are rendering educational delivery and services as Self-financing institutions, with the following strategies for mobilization and optimal utilization of resources. The sponsoring educational society, Sri Siddhartha Education Society (SSES) started by Late H.M.Gangadharaiiah, has been the founding torch bearer of the academy and its constituent institutions in providing the corpus funds for the sustained educational endeavor of SSAHE.

SSAHE carries out a financial resource mobilization strategy includes the following steps:

- Identifying potential sources of funds;
- Actively soliciting financial pledges;
- Following up on pledges to garner funds;
- Depositing these funds, and managing them;
- Recording the transactions and any norm-related restrictions on their use.

Before venturing into new programs/institutions, feasibility studies including the financial requirement for starting and maintaining the quality of Education, are done, to ensure effective administration and competitive/sustainable environment. Main source of Financial mobilization is through the fee resources.

- Donations from Philanthropists 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 programs/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.
- Extramural revenue from research grants received from various government and non-government funding agencies.
- Renting of auditoria, conference room, sports ground, guest house, and similar such facilities for organizing academic and non-academic activities

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	Nil
Procedures followed for optimal resource utilization	Nil
Any other relevant information	Nil

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

File Description	Documents
Audited statements of accounts for the year	No File Uploaded
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	No File Uploaded
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	No File Uploaded
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.4.3 - Institution conducts internal and external financial audits regularly

The institution practices a healthy financial management through annual internal and external audits. All the purchases are subject to budgetary approvals under various heads as per the standard procedure.

Internal Audit

The Internal Audit is done by the Chartered Accountants of the Academy and the report of the audited accounts is submitted to the Board of Management for approval. Copy of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution. Appointed Chartered Accountant's team members visit the institution quarterly and verifies all the bill, vouchers, books of account, bank statements along with other documents, if found any discrepancies they will inform the accounts department in writing with a copy to the parent body for further action/rectification.

External audit

External audit of the institution is conducted once in a year post March 31st , by the chartered accountants. The External Auditor

expresses their opinion on the financial Statements of the Institution based on their Audit. They conduct the Audit in accordance with Standards on Auditing issued by the Institute of Chartered Accountants of India. The External Audit is carried out annually by the statutory auditor appointed by the sponsoring society. The final audited report is submitted to the Income Tax department as mandated. It is also uploaded in the website of the Academy for transparency and visibility.

File Description	Documents
Policy on internal and external audit mechanisms	Nil
Financial Audit reports for the years	Nil
Any other relevant information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

SSAHE has a structured/streamlined Internal Quality Assurance System and operates through the established Internal Quality Assurance Cell (IQAC) which was established during 2015 as a post accreditation quality sustenance measure, after its first cycle NAAC accreditation. Presently the IQAC is Chaired by the Vice-Chancellor and Dr, Chidananda Murthy M V is the Director.

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.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	Nil
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	Nil
Minutes of the IQAC meetings for the year	Nil
Any other relevant information	Nil

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

A. All of the Above

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	View File

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

IQAC at SSAHE has been active and its impact has been analyzed at a regular interval for quality improvements and effectiveness of its processes and policies at the institution.

With the continuous efforts of IQAC, the academic activities, research, and accreditations have been highly successful in past years.

The University has gained continuous accreditation with NBA, NABL, NABH and NAAC as applicable. Automation of processes has been much effective and grievances have been significantly reduced in past years.

No complaints of ragging, corruptions, or harassment at university or the workplace has been reported. Multiple awards and recognitions have been secured. Academic and Administrative Audits with the trend analysis and the feedback of the stakeholders have been showing the multidimensional positive progress of the institution.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	Nil
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SSAHE is proactive in promoting gender equity by ensuring that both genders have equal access to knowledge and skills. The curricular and co-curricular processes for fostering gender equity are as follows:

- Equal opportunities in learning and career advancement
- Ensuring safe and secure environment
- Speedy mechanism of Grievance Redressal
- Conduct of Gender Audit and its implementation

Because of implementation of above strategies, today SSAHE feels proud to have nearly 48.7% staff (Teaching + Non-teaching) and 49.3% students being represented by women.

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.

File Description	Documents
Annual gender sensitization action plan	Nil
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	Nil

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

A. All of the Above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	No File Uploaded
Data template in prescribed format	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

- Solid waste management**

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.

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.

- 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.

- e-Waste management

University follows a policy of buy back and selling of computer components for the effective and efficient management of e - waste. 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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	Nil
Geotagged photographs of the facilities	Nil
Any other relevant information	Nil

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

A. Any 4 or All of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	No File Uploaded
Data template in prescribed format	View File

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 Any awards received for green campus initiatives	A. All of the Above
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File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above
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File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	No File Uploaded
Data Template	View File

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

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. Following are the few among them.

Kalotsava: Every year the institute organizes cultural events under the banner 'Kalotsava', wherein students from other universities are invited to participate and display their cultural talents.

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.

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.

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. In our institutions it is organized by female staff and students where men are pampered with snacks, games etc.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	Nil
Any other relevant information	Nil

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

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	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	Nil
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts

A. All of the Above

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

File Description	Documents
Weblink of the code of conduct	Nil
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	No File Uploaded

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

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.
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.
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. 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.
6. 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	Documents
Annual report of the celebrations and commemorative events for the year	No File Uploaded
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

"Community Radio Siddhartha (90.8 FM)" and "Multidimensional Community Adoption Model for Sustainable Development of Society" are the two best practices of SSAHE among other practices.

Objectives of these practices are;

- 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.
- To provide better communities through health education with the use of latest technologies, innovations and research methodologies.
- Holistic Approach: Integrating various dimensions of sustainability such as environmental, social, economic, and cultural factors into a comprehensive framework.
- Community Engagement: Encouraging active participation and involvement of community members in decision-making processes related to sustainable development initiatives.
- Education and Awareness: Increasing awareness and

understanding within the community about sustainable practices, their benefits, and long-term impacts on society and the environment.

- **Capacity Building:** Enhancing the skills, knowledge, and resources within the community to effectively implement sustainable development practices.
- The challenges like uncleanliness in the living place of villagers, no trenches and soak pits to improve ground water level, lack of green space, lack of education and skill sets

File Description	Documents
Best practices in the Institutional web site	Nil
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

National Capacity Building:

SSAHE, established in a rural area of upcoming smart City of Tumkur has been distinctively contributing to National Capacity Building through multiple awareness, training, and support activities of its students and staff members. For Community Empowerment through its teaching hospital and network of Urban and rural healthcare centres, it provides preventive medicine as well as treatment to rural and urban population. Students and Staff Members of SSAHE organize Free health check-upcamps in nearby villages, for different specialization such as Eyes, Skin, Mental illness, Nutritional, Occupational Hazards, Drug Abuse, Hygiene, Sanitation, Cancer Awareness, Maternal, Child Health, and many more. For National Capacity Building in the field of technology, SSAHE conducts drive of "Technology Barrier Reduction Program" that is a three weeks residential camps are conducted by SSAHE every year for rural children (17 boys and 17 girls) in engineering college premises facilitating concept learning in engineering fields and making them technology savvy.

File Description	Documents
Appropriate web in the Institutional website	Nil
Any other relevant information	Nil

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

As the part of strategic plan (2022-27) the following strategic goals are set for the betterment of the institution.

1. Curricular Aspects and Teaching-Learning: To embed all the guidelines of NEP to cater multidisciplinary and holistic education

2. Research, Innovations and Extension Services: To create additional resource facilities, collaborations to uplift the research activities and consultancy

3. Infrastructure development and Learning resources: To modernize teaching learning facilities and to train newly joined faculty on pedagogy and quality initiatives

4. Good Governance: To strengthen and ensure the E-governance at all stages

5. Financial Management and Resource Mobilization: To prepare futuristic budgets and plan for risk management

7. Alumni engagements and interactions: To utilize the service of the alumni to the maximum possible extent and to strengthen the activities of Alumni cell through Alumni connect programme

8. Effective role of Internal Quality Assurance: To train all the concerned members of SSAHE in the related domains to uplift the quality of education, research and outreach programs