



# **YEARLY STATUS REPORT - 2023-2024**

## **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. **9844022363**
- Mobile no (Vice-chancellor) **9845226581**
- Registered Email ID (Vice-chancellor) **vc@sahe.in**
- Address **Agalakote**
- City/Town **Tumkur**
- 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
<b>Cycle 1</b>	<b>A</b>	<b>3.01</b>	<b>2015</b>	<b>16/11/2015</b>	<b>15/11/2020</b>
<b>Cycle 2</b>	<b>A+</b>	<b>3.40</b>	<b>2023</b>	<b>12/08/2023</b>	<b>11/08/2028</b>

**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
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**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 timelines for all the academic activities**

**Analysis of faculty and staff's self-appraisal and recommendation for the action**

**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
Preparation of annual calendar of events	All the academic and administrative activities are happening as per the calendar of events
Initiation for minor degrees in Engineering programme	Minor degrees in all eligible programmes are proposed and approved in academic council
Capacity building programs	It is ensured that the planned number of faculty and staff are trained on capacity building programs
Participation in other ranking/ accreditation	Participated in Week Hansa raking and Outlook Ranking

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

**Yes**

- Name of the statutory body

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>Sri Siddhartha Academy of Higher Education</b>
• Name of the Head of the institution	<b>Dr. K B Lingegowda</b>
• Designation	<b>Vice-Chancellor</b>
• Does the institution function from own campus	<b>Yes</b>
• Phone no. of the Vice-chancellor	<b>9845226581</b>
• Alternate phone No.	<b>9844022363</b>
• Mobile no (Vice-chancellor)	<b>9845226581</b>
• Registered Email ID (Vice-chancellor)	<b>vc@sahe.in</b>
• Address	<b>Agalakote</b>
• City/Town	<b>Tumkur</b>
• State/UT	<b>Karnataka</b>
• Pin Code	<b>572107</b>
<b>2.Institutional status</b>	
• University	<b>Deemed</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Rural</b>
• Financial Status	<b>Private</b>
• Name of the IQAC Co-ordinator/Director	<b>Dr. Chidananda Murthy M V</b>

• 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	<a href="https://www.sahe.in/">https://www.sahe.in/</a>				
4.Whether Academic Calendar prepared during the year?	Yes				
• If yes, was it uploaded in the Institutional Website?	<a href="https://www.sahe.in/calender-of-events.html">https://www.sahe.in/calender-of-events.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.01	2015	16/11/2015	15/11/2020
Cycle 2	A+	3.40	2023	12/08/2023	11/08/2028
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			<a href="#">View File</a>		
9.No. of IQAC meetings held during the year			4		
• Have the minutes of IQAC meeting and compliance to the decisions have been			Yes		

uploaded on the institutional website		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Academic and Administration Audit		
Setting the target and timelines for all the academic activities		
Analysis of faculty and staff's self-appraisal and recommendation for the action		
Feedback on curriculum		
Feedback on infrastructure		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		
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Capacity building programs	It is ensured that the planned number of faculty and staff are trained on capacity building programs	
Participation in other ranking/ accreditation	Participated in Week Hansa raking and Outlook Ranking	
<b>13.Whether the AQAR was placed before</b>	<b>Yes</b>	

statutory body?	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Academic Council	05/12/2024
14.Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> <li>If yes, give a brief description and a list of modules currently operational</li> </ul>	
<p>Sri Siddhartha Academy of Higher Education has MoU with Heraizen softwares for the automation of the following. Student Information system Student Registration Class timetable and monitoring Continious internal assessment module Examination module Hostel module Admission module Alumni module Faculty self asessment module Feedback module Etc.</p>	
15.Multidisciplinary / interdisciplinary	
<p>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-curricular and other activities to earn 100 points by 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.</p>	
16.Academic bank of credits (ABC):	
<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse</p>	



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 endeavours 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 behaviour) at the end of a program. Teaching with this awareness and making the associated effort constitutes outcome 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 in medical and dental programmes 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. Also one course of 3 credit in B.E programme is made mandatory to be transferred from SWAYAM since 2023-24.

## Extended Profile

### 1.Programme

1.1 57

Number of all Programmes offered by the Institution during the year

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

### 2.Student

2.1 4131

Number of students during the year

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

2.2 821

Number of graduated students during the year

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

### 3.Academic

3.1 541

Number of full-time teachers during the year

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

3.2 541

Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	1544044579
Total expenditure excluding salary during the year (INR in lakhs)	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Design and Development</b>	
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.	
<p>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.</p> <p>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.</p> <p>Based on the feedback from the stakeholders, the curriculum is designed to bring out the attributes and competencies in students,</p>	

besides imparting the required inputs on optimal sequencing, alignment and coordination of content across disciplines, which ensures progressive development.

File Description	Documents
Curricula implemented by the University	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/A-Curriculum/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/A-Curriculum/</a>
Outcome analysis of POs, COs	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/B-PO-CO%20-Analysis/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/B-PO-CO%20-Analysis/</a>
Any other relevant information	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.1.1/</a>

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

36

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Details of the revised Curricula/Syllabi of the programmes during the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Syllabus prior and post revision of the courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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 exposure to various skills training with state-of-art technology and exposure with the enormous patients make them ready for employment. Problem based learning, field studies/ visits, case based studies, surveys, rural / industrial visits, hands on experience and project works ensure skill development in relevant subject of study. The university and college encourage the faculty to take up new research projects helping them upgrade themselves. Furthermore, students are encouraged to undertake research under

faculty guidance, and present in conferences and publish. Well equipped skill lab assists them in gaining the confidence to treat the patients. Advanced and basic life support training for interns are provided.

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

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View File</a>
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>

## 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**

19

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

### 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

10

File Description	Documents
List of the new Programmes introduced during the year	<a href="#">View File</a>
Minutes of relevant Academic Council/BoS meetings for the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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

1886

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University during the year	<a href="#">View File</a>
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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.



File Description	Documents
List of courses that integrate crosscutting issues mentioned above	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.1/A.%20List%20of%20courses%20that%20integrate%20crosscutting%20issues/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.1/A.%20List%20of%20courses%20that%20integrate%20crosscutting%20issues/</a>
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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.1/B.%20Description%20of%20the%20courses/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.1/B.%20Description%20of%20the%20courses/</a>
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	<a href="#">View File</a>
List of value-added courses (Data Template -5)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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

2045

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.4/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion1/1.3.4/</a>
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**

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	<a href="#">View File</a>
URL for feedback report	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion/1.4.1/A-Feedback-report/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion/1.4.1/A-Feedback-report/</a>
Sample filled-in Structured Feedback forms by the institution for each category	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
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

File Description	Documents
URL for stakeholder feedback report	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion/1.4.1/A-Feedback-report/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criterion/1.4.1/A-Feedback-report/</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View File</a>
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)	<a href="#">View File</a>
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)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state OBC, SC and ST cell for the year	<a href="#">View File</a>
Initial reservation of seats for admission	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

### 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

181

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

## 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**

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View File</a>
Details of outcome measures	<a href="#">View File</a>
Proforma created to identify slow performers/advanced learners	<a href="#">View File</a>
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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

4131

File Description	Documents
List of students enrolled in the preceding academic year	<a href="#">View File</a>
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

SSAHE adopts following student centric methods for teaching learning but not limited to,

- Experiential learning

undergo practical training in the relevant domain during UG/PG program. Each student conducts experiments individually/ in group to familiarize with practical aspects. In a semester, students get trained for a minimum of two practical courses.

- Integrated/Inter-disciplinary learning

To have a better handshake between theory and practical, a few courses starting from first semester are taught as integrated courses. Concepts taught in theory are demonstrated in laboratory.

- Participatory learning

Students are encouraged to participate in co-curricular and extracurricular activities of their interest and expertise through students' chapters, sports, cultural and technical clubs monitored by faculty conveners.

- Problem-solving methodologies

Students are exposed to real time scenario by various activities such as, industrial tours, survey camps, clinical case studies, health camps, dental health camps, medical exhibition (Medex) and international exhibitions to understand and face challenges that they may come across in various domains. They are also trained on usage of different tools depending on the technological trends and the requirements of the industry.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.1/A.%20List%20of%20student%20centric%20methods%20used%20for%20enhancing%20learning.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.1/A.%20List%20of%20student%20centric%20methods%20used%20for%20enhancing%20learning.pdf</a>
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	<a href="#">View File</a>
List of training programmes conducted in the facilities during the year	<a href="#">View File</a>
List of clinical skills training models	<a href="#">View File</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View File</a>
Proof of patient simulators for simulation-based training	<a href="#">View File</a>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 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, including Hostels. All the computers are connected to LAN (wired/wireless). Internet access is provided through high speed fiber optic broadband of 500 Mbps bandwidth. Students and faculty are given authenticity to access internet.

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.

Institution encourages both, students and staff to use PowerPoint presentations during classwork/seminars. Innovative PowerPoint Presentations which include pictures, flowcharts, GIFs', animations and hyperlinks are used by staff to teach the students effectively. 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.

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.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.3/A.%20Details%20of%20ICT%20Enabled%20Tools%20used%20during%20the%20year.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.3/A.%20Details%20of%20ICT%20Enabled%20Tools%20used%20during%20the%20year.pdf</a>
List of teachers using ICT-tools	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.3/B.%20List%20of%20teachers%20using%20ICT%20Tools.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.3.3/B.%20List%20of%20teachers%20using%20ICT%20Tools.pdf</a>
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
135	1065

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	<a href="#">View File</a>
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	<a href="#">View File</a>
Copy of circular pertaining to the details of mentor and their allotted mentees	<a href="#">View File</a>
Approved Mentor list as announced by the HEI	<a href="#">View File</a>
Log Book of mentors	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Teacher Profile and Quality

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

541

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	<a href="#">View File</a>
Position sanction letters by competent authority	<a href="#">View File</a>
Appointment letters of faculty during the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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**

121

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	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

10

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

**2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the year****213**

File Description	Documents
List of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the year	<a href="#">View File</a>
Reports of the e-training programmes	<a href="#">View File</a>
Certificate of completion of training for development of and delivery of e-content / e-courses / video lectures / demonstrations	<a href="#">View File</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.4.4/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.4.4/</a>
List of e-content / e courses / video lectures / demonstrations developed	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**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****59**

File Description	Documents
Institutional data in the prescribed format/ Data Template	<a href="#">View File</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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****9**

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

**2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year****244**

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View File</a>
Minutes of the grievance cell / relevant body	<a href="#">View File</a>
List of complaints / grievances during the year	<a href="#">View File</a>
List of students who appeared in the exams during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the****1. Double valuation/Multiple valuation with appeal process**

**Institution. The University adopted the following for the redressal of evaluation-related grievances.**

**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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.5.3/A.%20Provide%20links%20to%20the%20examination%20procedure%20and%20re-evaluation%20procedure%20developed%20by%20the%20Institution%20and%20duly%20%20hosted%20in%20the%20Institution's%20Website.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.5.3/A.%20Provide%20links%20to%20the%20examination%20procedure%20and%20re-evaluation%20procedure%20developed%20by%20the%20Institution%20and%20duly%20%20hosted%20in%20the%20Institution's%20Website.pdf</a>
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

#### **Assessment**

##### **Procedure**

##### **Continuous Internal assessment system**

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

##### **Competency-based assessment**

**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.**

##### **Workplace-based 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

#### Self-Assessment

It is done periodically by the students through checklist which discussed and reviewed by respective departments

#### OSCE/OSPE

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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.5.4/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.5.4/</a>
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	<a href="#">View File</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View File</a>
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View File</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	No File Uploaded
Any other relevant information	No File Uploaded

## 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 is moving from teacher centric learning to student-centric learning by adopting OutcomeBased Education (OBE). Main focus is on measuring student performance i.e. outcomes at different levels.
- Program Outcomes are statements about the knowledge, skills, and attitudes (attributes) that a graduate should attain at the end of a program
- 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) are specific statements about what the student should be able to do at the time of graduation concerning cognitive, affective and psychomotor learning domains are carefully formulated well as per the expectations of UGC, AICTE, MCI, DCI. 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) are statements describing the meaningful, observable and measurable knowledge, skills, attitudes and attributes the student will learn by the end of course/subject. The program outcomes are trimmed into Course outcomes ensuring applied, analytical and experimental learning, reflective and critical thinking.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.1/A-Relavent-Documents%20pertaining-to-learning-outcomes.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.1/A-Relavent-Documents%20pertaining-to-learning-outcomes.pdf</a>
Methods of the assessment of learning outcomes and graduate attributes	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.1/B-Methods-of-assessment-of-learning-outcomes.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.1/B-Methods-of-assessment-of-learning-outcomes.pdf</a>
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

863

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	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.2/B-Link-for-the-annual-report-of-examination.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria2/2.6.2/B-Link-for-the-annual-report-of-examination.pdf</a>
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)	<a href="#">View File</a>

**RESEARCH, INNOVATIONS AND EXTENSION****3.1 - Promotion of Research and Facilities**

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

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.

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. Student projects are also carried out as part of research activities. Cash rewards are also provided for scholarly publications of post graduate and under graduate research. Research Incentive Scheme (RIS) provides the means to assist with research activities or reward staff for successful publication or presentation of their research outputs.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	<a href="#">View File</a>
Document on Research promotion policy	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

2388881

File Description	Documents
Sanction letter of seed money to the faculty	<a href="#">View File</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving seed money and details of seed money received (Data Template)	<a href="#">View File</a>
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

6

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

15

File Description	Documents
List of research fellows and their fellowship details	<a href="#">View File</a>
E copies of fellowship award letters	<a href="#">View File</a>
Registration and guide / mentor allocation by the Institution	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.1.5/A.%20Video%20and%20geo-tagged%20photographs.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.1.5/A.%20Video%20and%20geo-tagged%20photographs.pdf</a>
List of facilities provided by the University and their year of establishment (Data Template)	<a href="#">View File</a>
List of the facilities added in the current academic year	<a href="#">View File</a>
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	<a href="#">View File</a>
List of departments and award details (Data Template)	<a href="#">View File</a>
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**

1

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	<a href="#">View File</a>
List of project and grant details (Data Template)	<a href="#">View File</a>
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

5260000

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View File</a>
List of projects and grant details (Data Template)	<a href="#">View File</a>
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

13

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Supporting document/s from Funding Agencies	<a href="#">View File</a>
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	<a href="#">View File</a>
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 "Gangadharaiiah - Memorial Entrepreneurship Development and Incubation Center"-(G-MEDIC) in a built up 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. The main objective of G-MEDIC is to promote Entrepreneurship among the Science & Technology Graduates in Tumkur district. 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.
3. Basic Computer Skills.
4. CNC Machines Operation and Programming. 6. Computer-Aided Drawing.

File Description	Documents
Geotagged photographs of the facilities and innovations made	<a href="#">View File</a>
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. Research Methodology Training Programme is annually conducted for first year postgraduate students under the aegis of Research Committee, Sri Siddhartha Dental College and Hospital, Tumkur. Various topics on research methodology are covered by faculty who are resource persons. Topic related worksheets are circulated to PG students beforehand. Along with theoretical teaching hands on training are provided.

Institution conducts Continuing education programmes, workshops on Research, Research Grants, Proposal Writing, collaboration, IPR etc for the benefit of faculty and students. Even institution conducts interdepartmental meet at every 2nd and 4th Friday of the month where different cases, its treatment modalities and methods are discussed.

File Description	Documents
Reports of the events	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.2/A.%20Reports%20of%20the%20Events.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.2/A.%20Reports%20of%20the%20Events.pdf</a>
List of workshops/seminars on the above conducted during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.2/B.%20List%20of%20Workshops%20or%20Seminars%20on%20IPR.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.2/B.%20List%20of%20Workshops%20or%20Seminars%20on%20IPR.pdf</a>
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	<a href="#">View File</a>
Link to appropriate details on the Institutional website	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.3/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.3.3/</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 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)

1

File Description	Documents
Registration letter	<a href="#">View File</a>
E- sanction order of the University for the start-ups on the campus	<a href="#">View File</a>
Contact details of the promoters	<a href="#">View File</a>
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	<a href="#">View File</a>
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	<a href="#">View File</a>
Course content of research ethics and details of members of Ethics Committee	<a href="#">View File</a>
Copy of software procurement for plagiarism check	<a href="#">View File</a>
Minutes of the relevant committee meetings for the year with reference to the code of ethics	<a href="#">View File</a>
Details of committee on publication guidelines	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
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	<a href="#">View File</a>
Policy on salary increment for the awardees	<a href="#">View File</a>
Snapshots of recognition of notification in the HEI's website	<a href="#">View File</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View File</a>
List of the awardees and list of awarding agencies and year with contact details for the year	<a href="#">View File</a>
Incentive details (link to the appropriate details on the Institutional website)	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

### 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

5

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	<a href="#">View File</a>
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	<a href="#">View File</a>
Technology transfer document	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
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****118**

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	<a href="#">View File</a>
Web page for research in the Institutional website.	<a href="https://www.sahe.in/research-programs.html">https://www.sahe.in/research-programs.html</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Names of the indexing databases	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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****55**

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.4.6/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.4.6/</a>
Names of the indexing databases	<a href="#">View File</a>
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

16

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	<a href="#">View File</a>
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

55

File Description	Documents
List of the publications during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
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. University conducts online webinars with renowned speakers from various disciplines participating in sharing their knowledge and experience with faculty and students. The registration fee and course fee collected are part of the consultancy fund developed at the university.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/A-Minutes-of-Governing-council.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/A-Minutes-of-Governing-council.pdf</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/B-Link-to-the-soft-copy-of-IPR.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/B-Link-to-the-soft-copy-of-IPR.pdf</a>
List of the training / capacity building programmes conducted during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/C List-of-Programms.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.5.1/C List-of-Programms.pdf</a>
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)

1555800

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	<a href="#">View File</a>
CA certified copy/Finance Officer Certified copy attested by head of the Institution	<a href="#">View File</a>
List of consultants and revenue generated by them (Data Template)	<a href="#">View File</a>
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****195**

File Description	Documents
Photographs or other relevant supporting document	<a href="#">View File</a>
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	<a href="#">View File</a>
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1****1712**

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	<a href="#">View File</a>
Geo tagged Photos of events and activities	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Students and faculty from constituent colleges have actively participated in outreach activities, showcasing their commitment to community service. These initiatives have focused on environmental awareness, improving healthcare accessibility, conducting free medical and dental camps, promoting health**



education, and addressing rural healthcare challenges. Their efforts have been widely recognized, earning commendations from local communities, event organizers, government and private organizations. These accolades highlight the dedication of students and faculty in bridging healthcare gaps, fostering societal well-being, and inspiring future leaders in the engineering, medical and dental professions.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	<a href="#">View File</a>
List of Government/other recognized bodies that have given the awards	<a href="#">View File</a>
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.

#### Swachcha 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 "Swachcha 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.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.6.4/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.6.4/</a>
Link for additional information	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.6.4/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria3/3.6.4/</a>
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

11

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	<a href="#">View File</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View File</a>
Link with collaborating Institution's website	<a href="https://sahe.in/certificate-of-accreditation-membership.html">https://sahe.in/certificate-of-accreditation-membership.html</a>
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

61

File Description	Documents
E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

- Sri Siddhartha Medical College has a campus area of 223 acres. It has good infrastructural facilities, separate departmental blocks, hospital and OPD blocks. The Institution has a built-up area of 1,30,134 sqm.
- 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 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.

- SSIT is spread over a 45 acres campus, with a built-up area of 45506 sqm, having a well-designed infrastructure.
- The infrastructure facilities have been regularly added as per requirements, with all the department having State-of-the-art laboratories.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.1/A-%20Teaching%20learning%20and%20skills%20acquisition%20facilities%20in%20the%20Institution.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.1/A-%20Teaching%20learning%20and%20skills%20acquisition%20facilities%20in%20the%20Institution.pdf</a>
Geotagged photographs of the facilities	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.1/B.%20Geotagged%20Photos/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.1/B.%20Geotagged%20Photos/</a>
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.

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

Facility

No.

Athletics Track (400 mts)

1

Basketball Court

1

**Shuttle Badminton Court**

1

**Kabaddi Court**

1

**Kho-Kho Court**

1

**Football Field**

1

**Tennis Court**

1

**Volley ball Court**

2

**Indoor Infrastructure facilities:**

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

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

File Description	Documents
Available sports and cultural facilities: with geotagged photos	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.2/412_Geotag-photo/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.2/412_Geotag-photo/</a>
Any other relevant information	Nil

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

- SSMC 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.
- The Campus, compound wall erected all around with few gates. The institute has good roads connecting all the departments, library, hostels and staff quarters. The street lights will give adequate light throughout the campus. The campus provided with 42 security points and is manned by well-trained security personnel from a reputed agency. The main gate is closed after 9.00pm and only the patients are allowed into the hospital.
- 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 a waste water treatment plant for reuse of water for Gardening and other purposes.
- 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.

File Description	Documents
Geotagged Photographs of Campus facilities	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.3/413-Geotag-photo/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.1.3/413-Geotag-photo/</a>
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)**

4463.31464

File Description	Documents
Audited report / utilization statements (highlight relevant items)	<a href="#">View File</a>
Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>
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

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.,

Newly renovated NICU and PICU

NICU- 15

PICU- 15

Obstetric ICU- 15 beds

gynecology- 15 beds

New Instruments has added in dermatology department

- Number of operation theatres :11
- Number of Laboratory diagnostic service departments: 4
- Biochemistry, Pathology, Microbiology, and Radiology department

- 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 campus to provide uninterrupted power supply for the whole campus.
  - AC plant- present in the OT complex, Library and Radiology department.
  - Manifold rooms - available
  - Pharmacy services - available near the casualty
  - Blood bank services- available including cell separator
  - Hospital pharmacy services- Available in the hospital building
  - Drug poison information service - not available



File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.1/A.Geotag-Photos/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.1/A.Geotag-Photos/</a>
List of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.1/B-List-of-facilities-available.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.1/B-List-of-facilities-available.pdf</a>
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.

File Description	Documents
Outpatient and inpatient statistics for the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.2/A-OPD-IPD.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.2/A-OPD-IPD.pdf</a>
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.2.2/</a>
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	<a href="#">View File</a>
Government Order on allotment/assignment of PHC to the Institution	<a href="#">View File</a>
Documents of resident facility	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Any other relevant documents	No File Uploaded
Data Template in prescribed format	<a href="#">View File</a>

### 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-New GenLib, which is declared as a free and open-source under GNU GPL. It is customized and AMC service as offered by Verus Solutions Pvt. Ltd.
- The library has a total seating capacity of around 1500 (SSMC, SSDC & SSIT). It is a semi airconditioned 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 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.
- Students having laptops can browse in the lounge areas of the library.
- It is a five-story building (SSIT) with space for conducting group discussions, separate reading hall for Staff and Students, e-Library, Reference hall and stacking area, news paper section, etc.

File Description	Documents
Geotagged photographs	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.1/431-Geotag-photos/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.1/431-Geotag-photos/</a>
Any other relevant information	<b>Nil</b>

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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.2/</a>
Any other relevant information	<b>No File Uploaded</b>

<b>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</b>	<b>A. All of the Above</b>
--	----------------------------

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	<a href="#">View File</a>
E-copy of subscription letter/membership letter or related document with the mention of year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

#### 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)**

177.38342

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	<a href="#">View File</a>
Audited Statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View File</a>
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	<a href="#">View File</a>
Details of annual expenditure for purchase of books and journals for the year (Data Template)	<a href="#">View File</a>
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	<a href="#">View File</a>
Supporting documents from the hosting agency for the e-content developed by the teachers	<a href="#">View File</a>
Give links e-content repository used by the teachers / Students	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.5/A-E-content-developed/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.3.5/A-E-content-developed/</a>
Data Template	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Description of new facilities added during the preceding academic year	<a href="#">View File</a>
Consolidated list duly certified by the Head of the institution	<a href="#">View File</a>
Geotagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.2/</a>
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	<a href="#">View File</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Annual subscription bill / receipt	<a href="#">View File</a>
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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.4/A-e-content-development-facilities.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.4/A-e-content-development-facilities.pdf</a>
Geotagged photographs	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.4/444-Geotag-photos/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.4.4/444-Geotag-photos/</a>
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

170078222

File Description	Documents
Audited statements of accounts on maintenance	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	<a href="#">View File</a>
Link to ERP	<a href="https://auth.dhi-edu.com/auth/realms/ssahe/protocol/openid-connect/auth?client_id=ssahe_examination&amp;redirect_uri=https%3A%2F%2Fssahe.dhi-edu.com%2Fssahe_examination%2F&amp;state=bb2e6350-25aa-44c4-8c90-aa0bd036dc5a&amp;response_mode=fragment&amp;response_type=code&amp;scope=openid&amp;nonce=137bc542-5d1c-40cd-86a0-1a9818cf7dba">https://auth.dhi-edu.com/auth/realms/ssahe/protocol/openid-connect/auth?client_id=ssahe_examination&amp;redirect_uri=https%3A%2F%2Fssahe.dhi-edu.com%2Fssahe_examination%2F&amp;state=bb2e6350-25aa-44c4-8c90-aa0bd036dc5a&amp;response_mode=fragment&amp;response_type=code&amp;scope=openid&amp;nonce=137bc542-5d1c-40cd-86a0-1a9818cf7dba</a>
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:

- Generator:
- Electrical items:
- Air conditioners:
- Vehicle:
- Landscape & Garden:
- Laboratories:
- Sports facilities:
- Computer and internet facilities:

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.5.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.5.2/</a>
Log book or other records regarding maintenance works	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.5.2/B-Minutes-of-the-meetings.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria4/4.5.2/B-Minutes-of-the-meetings.pdf</a>
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****954**

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

**5.1.2 - Institution implements a variety of capability enhancement a n d o t h e r s k i l l s 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	<a href="#">View File</a>
List of capability enhancement and skill development schemes (Data Template)	<a href="#">View File</a>
Link to Institutional website	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.1.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.1.2/</a>
Any other relevant information	<b>No File Uploaded</b>

### 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

1986

File Description	Documents
Copy of circular/brochure of such programs	<a href="#">View File</a>
List of students attending each of these schemes signed by competent authority	<a href="#">View File</a>
Program/scheme mentioned in the metric	<a href="#">View File</a>
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	<a href="#">View File</a>
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).

File Description	Documents
International students' cell	<a href="https://sahe.in/International-Affairs-Cell-sahe.pdf">https://sahe.in/International-Affairs-Cell-sahe.pdf</a>
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	<a href="#">View File</a>
Circular/web-link/ committee report justifying the objectives of the metric	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.1.5/B Committee Reports and Circulars.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.1.5/B Committee Reports and Circulars.pdf</a>
Details of student grievances and action taken (Data Template)	<a href="#">View File</a>
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****18**

File Description	Documents
Number of students qualifying in state/ nation	<a href="#">View File</a>
Pass Certificates in the examination	<a href="#">View File</a>
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****418**

File Description	Documents
Self-attested list of students placed / self-employed	<a href="#">View File</a>
Details of student placement / self-employment during the preceding academic year (Data Template)	<a href="#">View File</a>
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****63**

File Description	Documents
List of students who have progressed to Higher education preceding academic year	<a href="#">View File</a>
Supporting data for students/alumni	<a href="#">View File</a>
Details of student progression to higher education (Data Template)	<a href="#">View File</a>
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**

87

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	<a href="#">View File</a>
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,

- 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)
- Students Council will actively involve in various curricular, co-curricular and extra-curricular activities of the college.

File Description	Documents
Student Council activities during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.3.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.3.2/</a>
Any other relevant information	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.3.2/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria5/5.3.2/</a>

### 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

18



File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	<a href="#">View File</a>
Copy of circular/brochure indicating such kind of activities Information as per Data template	<a href="#">View File</a>
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.
- The association aims to stand by the vision & mission of our college- "To reach the unreachable".

File Description	Documents
Details of Alumni Association activities for the year	<a href="#">View File</a>
Frequency of meetings of Alumni Association with minutes	<a href="#">View File</a>
Quantum of financial contribution for the year	<a href="#">View File</a>
Audited statement of accounts of the Alumni Association for the year	<a href="#">View File</a>

**5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments**

**A. All of the Above**

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	<a href="#">View File</a>
List of Alumni contributions made during the year	<a href="#">View File</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 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

**SSAHE has clearly stated Vision and Mission, which are reflected both, in its academic and administrative governance.**

**VISION:-**

**'Entrancing Education to reach the unreached'****MISSION:-**

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

**Academic Governance**

SSAHE is providing quality education to the students by recruiting quality faculty and necessary infrastructure. Our dedicated faculty renders effective teaching and learning for the student, to think, analyze and be creative.

**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.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.1/A.%20Vision%20&amp;%20Mission%20documents%20approved%20by%20the%20statutory%20Bodies.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.1/A.%20Vision%20&amp;%20Mission%20documents%20approved%20by%20the%20statutory%20Bodies.pdf</a>
Report of achievements which led to Institutional excellence	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.1/B.%20Report%20of%20Achievements.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.1/B.%20Report%20of%20Achievements.pdf</a>
Any other relevant information	<b>No File Uploaded</b>

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

The Sri Siddhartha Academy of Higher Education 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:

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

The Sri Siddhartha Academy of Higher Education believes in participative approach at all levels to ensure that the vision and mission of SSAHE are realized through its goals and objectives with clear-delegation of powers as described below.

1. Academic Autonomy - The Boards of Studies, Academic Council, Research Council and other academic bodies are vested with the powers to design, implement, monitor, evaluate and report on the various academic and research activities of SSAHE.

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.

3. Financial management

File Description	Documents
Information / documents in support of the case study	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.2/Information%20Document%20in%20support%20of%20the%20case%20study.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.1.2/Information%20Document%20in%20support%20of%20the%20case%20study.pdf</a>
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	<a href="#">View File</a>
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	<a href="#">View File</a>
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.

- SSAHE has three constituent colleges each headed by the Principal/ Dean. The Vice Chancellor is the academic and administrative head of SSAHE. The heads of the constituent colleges have academic and administrative autonomy for smooth functioning of the system. The communication and decision-making pathways are depicted in the organ gram (6.2.2). The University has Internal Quality Assurance Cell (IQAC) headed by the Vice Chancellor with all the constituent colleges also having their own IQAC units headed by the respective Principals.

File Description	Documents
Annual Report of the preceding academic year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.2.2/A.%20Annual%20Report%20of%20the%20Preceding%20Academic%20Year.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.2.2/A.%20Annual%20Report%20of%20the%20Preceding%20Academic%20Year.pdf</a>
Minutes of meetings of various Bodies and Committees for the preceding academic year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.2.2/B.%20Minutes%20of%20Meeting.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.2.2/B.%20Minutes%20of%20Meeting.pdf</a>
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	No File Uploaded
e-Governance related document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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;

#### 1. Employees Provident Fund as per PF rules

All the teachers are given PF benefits right from the day of their joining in the college. This is done as per requirements by MCI/DCI/AICTE.

#### 2. Encouragement faculty for pursuing PhD

The faculty members pursuing PhD are given financial assistance in the form of concision in tuition fees. Study leave is provided during their course work preparation.

#### 3. Medical Assistance

The faculty are provided with Medical assistance and health benefits at the Sri Siddhartha Medical College and Hospital, and also at Sri Siddhartha Dental College and Hospital at subsidized costs. Families of the faculty are also provided with same medical assistance.

#### 4. Maternity/Paternity Leave

The women employees are provide with maternity leave as per the service rules of the institution. Paternity leave is also provided.

**5.Accommodation & Quarters Facilities**

Faculty are provided with Accommodation & Quarters Facilities in the campus.

**6.Transport Facilities**

Faculty are provided with Transport Facilities to commute daily to work place

File Description	Documents
Policy document on welfare measures	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.3.1/A_Policy_document_on_welfare_measures.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.3.1/A_Policy_document_on_welfare_measures.pdf</a>
List of beneficiaries of welfare measures	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.3.1/B List of beneficiaries of welfare measures.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.3.1/B List of beneficiaries of welfare measures.pdf</a>
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**

85



File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	<a href="#">View File</a>
List of teachers provided membership fee for professional bodies during the year	<a href="#">View File</a>
Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	<a href="#">View File</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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.,)**

54

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	<a href="#">View File</a>
The lists of participants who attended the above programmes during the year (Data template)	<a href="#">View File</a>
Detailed program report for each program	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

**350**

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

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

Sri Siddhartha Academy of Higher Education 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.

File Description	Documents
Performance Appraisal policy of the Institution	<a href="#">View File</a>
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.	<a href="#">View File</a>
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**

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.1/A%20and%20B%20Mobilization%20policy.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.1/A%20and%20B%20Mobilization%20policy.pdf</a>
Procedures followed for optimal resource utilization	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.1/A%20and%20B%20Mobilization%20policy.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.1/A%20and%20B%20Mobilization%20policy.pdf</a>
Any other relevant information	<b>Nil</b>

#### **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	<a href="#">View File</a>
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	<a href="#">View File</a>
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**The institution practices a healthy financial management through annual internal and external audits. Individual departments give**

their list of requirements (Material, equipment's, etc.) to the purchase department after approval by the Head of the Institution. The same is forwarded by the purchase section to various vendors inviting quotations. These quotations are brought to the notice of the Principal with a comparative statement. The Principal along with heads of the department decide the best competitive price. The Board of Management is the final decision-making body for budgetary approval, through the Finance Committee.

#### 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.

#### 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 Audit involves performing procedures to obtain audit evidences about the amounts and disclosure in financial Statements.

File Description	Documents
Policy on internal and external audit mechanisms	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.3/A.%20%20Policy%20on%20Internal%20and%20External%20Audit.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.3/A.%20%20Policy%20on%20Internal%20and%20External%20Audit.pdf</a>
Financial Audit reports for the years	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.3/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.4.3/</a>
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 on 18.06.2015 as a post accreditation quality sustenance measure, after its first

cycle NAAC accreditation.

#### 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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/A_Structure_and_Mechanism_for_Internal_Quality_Assurance.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/A_Structure_and_Mechanism_for_Internal_Quality_Assurance.pdf</a>
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/B-Report-on-quality-sustenance-initiatives-of-IQAC.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/B-Report-on-quality-sustenance-initiatives-of-IQAC.pdf</a>
Minutes of the IQAC meetings for the year	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/C_Minutes_of_the_IQAC_Meetings_2023-24.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria6/6.5.1/C_Minutes_of_the_IQAC_Meetings_2023-24.pdf</a>
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.,	<a href="#">View File</a>
Data template including documents/certificates relating to options 1 to 6 above	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 IQA, 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	<a href="https://ssahe.edu.in/NAAC/AOAR-2023-24/Criteria6/6.5.3/">https://ssahe.edu.in/NAAC/AOAR-2023-24/Criteria6/6.5.3/</a>
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.

File Description	Documents
Annual gender sensitization action plan	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.1/A.%20Annual%20gender%20sensitization%20action%20plan.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.1/A.%20Annual%20gender%20sensitization%20action%20plan.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.1/B.%20facilities.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.1/B.%20facilities.pdf</a>

**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	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
Data template in prescribed format	<a href="#">View File</a>

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

**Sri Siddhartha Academy of Higher Education has following facilities for the management of degradable and non degradable wastes.**

- **Solid waste management**
- **Liquid waste management**

- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.3/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.3/</a>
Geotagged photographs of the facilities	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.3/">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.3/</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
Relevant documents / reports	<a href="#">View File</a>
Any other relevant documents	No File Uploaded
Data template in prescribed format	<a href="#">View File</a>

<b>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</b>	<b>A. All of the Above</b>										
<table> <tr> <th data-bbox="86 566 539 633">File Description</th><th data-bbox="539 566 1437 633">Documents</th></tr> <tr> <td data-bbox="86 633 539 779">Audit reports of the institution related to the metric Data template</td><td data-bbox="539 633 1437 779"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 779 539 835">Any other relevant information</td><td data-bbox="539 779 1437 835"><a href="#">View File</a></td></tr> </table>	File Description	Documents	Audit reports of the institution related to the metric Data template	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>					
File Description	Documents										
Audit reports of the institution related to the metric Data template	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<b>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</b>	<b>A. All of the Above</b>										
<table> <tr> <th data-bbox="86 1485 539 1552">File Description</th><th data-bbox="539 1485 1437 1552">Documents</th></tr> <tr> <td data-bbox="86 1552 539 1653">Geotagged photographs / videos of the facilities</td><td data-bbox="539 1552 1437 1653"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1653 539 1720">Relevant documents / reports</td><td data-bbox="539 1653 1437 1720"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1720 539 1787">Any other relevant information</td><td data-bbox="539 1720 1437 1787"><b>No File Uploaded</b></td></tr> <tr> <td data-bbox="86 1787 539 1843">Data Template</td><td data-bbox="539 1787 1437 1843"><a href="#">View File</a></td></tr> </table>	File Description	Documents	Geotagged photographs / videos of the facilities	<a href="#">View File</a>	Relevant documents / reports	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>	Data Template	<a href="#">View File</a>	
File Description	Documents										
Geotagged photographs / videos of the facilities	<a href="#">View File</a>										
Relevant documents / reports	<a href="#">View File</a>										
Any other relevant information	<b>No File Uploaded</b>										
Data Template	<a href="#">View File</a>										
<b>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).</b>											
<b>The Institution helps each student to understand himself or</b>											

herself as a unique, competent and valued member of a diverse community through various cultural and technical events organized throughout the year.

**Kalotsava:** Every year the institute organizes cultural events under the banner 'Kalotsava', wherein students from other engineering colleges are invited to participate and display their cultural talents. As a tradition, every year Kalotsava is dedicated to social heroes like soldiers, police and farmers, and renowned people from that field are felicitated.

**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. It is the New Year day for people of Kerala.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.8/Activities%201.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.8/Activities%201.pdf</a>
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	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.9/Activities.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.9/Activities.pdf</a>
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 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.**

**A. All of the Above**

File Description	Documents
Weblink of the code of conduct	<a href="https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.10/a-CODE%20OF%20CONDUCT.pdf">https://ssahe.edu.in/NAAC/AQAR-2023-24/Criteria7/7.1.10/a-CODE%20OF%20CONDUCT.pdf</a>
Details of the monitoring committee of the code of conduct	<a href="#">View File</a>
Details of Programs on professional ethics and awareness programs organized during the year	<a href="#">View File</a>
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. Few of the are listed below,**

**1. Republic Day**

**2. Independence day**

**3. Teachers Day**

**4. Engineer's day**

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

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

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

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

File Description	Documents
Annual report of the celebrations and commemorative events for the year	<a href="#">View File</a>
Geotagged photographs of some of the events	<a href="#">View File</a>
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

### Best Practice I

**Title of the Practice: Community Radio Siddhartha 90.8 FM Tumakuru.**

### 2. Objectives of the Practice

- To promote Community Radio as a tool for the empowerment, national integration, community health, 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.
- To develop a pool of experts and provide advisory services in the field of education, health etc, for the benefit of different sections of the society.
- To campaign and create awareness regarding National Health Programmes like, Pulse Polio Programme, National Oral Health Programme, National Programme for Control of Blindness & Visual Impairment, Prevention, Control of Communicable and Noncommunicable diseases.
- To provide education in various fields, including value and spiritual education, yoga, etc.



**Best Practice II**

**Title of the Practice:** Multidimensional Community Adoption Model for Sustainable Development of Society

**Objectives of the Practice:**

- **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.

File Description	Documents
Best practices in the Institutional web site	<a href="https://www.sahe.in/pdf/Best-Practices-SAHE.pdf">https://www.sahe.in/pdf/Best-Practices-SAHE.pdf</a>
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

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

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

**Participatory Leadership In Education And Social Empowerment (PLEASE):** Emerging manufacturing and energy jobs increasingly require an understanding of science and technology and rural

schools are at a disadvantage as they can't attract qualified teachers for more advanced learning unlike their counterparts in urban schools.

We have been contributing doctors and Engineers every year since last 30 years all our alumni have contributed towards community empowerment in technology and health promotion from their individual contributions.

File Description	Documents
Appropriate web in the Institutional website	<a href="https://www.sahe.in/pdf/Distinctiveness-SAHE.pdf">https://www.sahe.in/pdf/Distinctiveness-SAHE.pdf</a>
Any other relevant information	Nil

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

**Participation in NIRF**

**Participation in International Rankings**

**To start programs in Dual degree, Twinning degree and Joint degree**