SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH

(A DEEMED TO BE UNIVERSITY)

Declared under Section 3 of UGC Act, 1956

TAMAKA, KOLAR-563 101, KARNATAKA, INDIA

Ph:08152-210604, 210605, 243003, 243009, Fax:08152-243008, E-mail: registrar@sduu.ac.in website: www.sduu.ac.in

KNOWLEDGE FOR POSTERITY

SDUAHER

SELF STUDY REPORT
VOLUME-I

(Part-I & Part-II)

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National Assessment and Accreditation Council

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Self Study Report
Volume - I
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Sri Devaraj Urs Academy of Higher Education and Research, Kolar (Karnataka)

Prof.P. F. Kotur

MBBS, MD (Anaesth), PhD (Med Edn), FICA

Vice-Chancellor

Foreword

It gives me a great pleasure to present to the National Assessment and Accreditation Council the Self-Study Report (SSR) of Sri Devaraj Urs Academy of Higher Education and Research, Kolar (Karnataka) for the first cycle of Institutional Assessment and Accreditation by the apex body NAAC. The SSR is prepared in three volumes in accordance with the NAAC Guidelines. The Self-Study Report is prepared by using Manual for Health Sciences Institutions.

In May 2007, the Ministry of Human Resource Development on the advice of University Grants Commission accorded Institution Deemed to be University Status comprising of Sri Devaraj Urs Medical College, Kolar and R.L. Jalappa Medical Hospital and Research Centre. The Institution Deemed to be University is flexible and dynamic and provides for innovations and experimentations. By using this concept, the university during last seven years has introduced 19 new innovative programs in emerging areas, designed and developed curriculum of new programs and revised the existing programs. Ever since its inception university has promoted research at all levels, by capacity building activities, establishing the required infrastructure, collaborating with centres of excellence and offering incentives for faculty for involving in research. The outcome of these measures to strengthen the research is evident by 853 scientific research publications in various peer reviewed national and international journals, coming out of the university. During the same intervening period, the university has spent around Rs.1000.0 million on creation and augmentation of infrastructural facilities, IT infrastructure, learning resources, research laboratories, etc.

The university library subscribes for large number of e-journals and e-books through various resources, added quite good number of reference and text books, created a facility of digital library with 40 nodes and have provided broadband internet facility. All this has helped the faculty, M.Phil & Ph.D students and post-graduate students to access most recent and cited research and has resulted in to quality research publications.

The university has appointed highly qualified, experienced and research oriented faculty as per the norms of Medical Council of India.

The preparation of SSR involved collection of vital data from the constituent college, departments, administrative divisions, research centre and hospital. The data received was validated, revalidated and analyzed. This comprehensive exercise has given us an opportunity to do an honest introspection of our own achievements vis-à-vis our Vision, Mission, Goals and Objectives.

While highlighting the major achievement of the university, we are also aware of the task that lie ahead and areas that needs our attention. We also know that much needs to be done to achieve slowly yet firmly which will brings us closer to the Vision, Mission, Goals and Objectives laid down by the Founders of the University.

I am grateful to my colleagues in the academics, hospital and administration for completing this Self-Study Report.

Date: September, 24, 2015
Place: Kolar

Prof.P. F. Kotur
Vice-Chancellor

LIST OF ABBREVIATIONS		
SL. NO	**ABBREVIATION**	**EXPANSION**
1	AAA	Academic and Administrative Audit
2	AC	Air Conditioner
3	AERB	Atomic Energy Regulatory Board
4	AICTE	All India Council for Technical Education
5	AIDS	Acquired Immunodeficiency Syndrome
6	ANM	Auxiliary Nurse Midwife
7	API	Academic Performance Indicator
8	AQAR	Annual Quality Assurance Reports
9	ATM	Automated Teller Machine
10	AYUSH	Department of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy
11	BARC	Bhaba Atomic Research Center
12	BEML	Bharath Earth Movers Limited
13	BOHS	Basic Occupational Health Services
14	BOM	Board of Management
15	BOS	Board of Studies
16	BPL	Below Poverty Line
17	BSNL	Bharath Sanchar Nigam Limited

18	CAS	Career Advancement Scheme
19	CBCS	Choice Based Credit System
20	CBSS	Credit Based Semester System
21	CCTV	Closed-Circuit Television
22	CD	Compact Disc
23	CDC	Curriculum Development Committee
24	CD ROM	Compact Disc Read-Only Memory
25	CME	Continuing Medical Education
26	COE	Controller of Examinations
27	CPC	Clinico Pathological Conference
28	CPCB	Central Pollution Control Board
29	CPCSEA	Committee for the Purpose of Control and Supervision of Experiments on Animals
30	CSSD	Central Sterile Services Department
31	DAE	Department of Atomic Energy
32	DBT	Department of Biotechnology
33	DCI	Dental Council of India
34	DCGI	Drug Controller General of India
35	DELNET	Developing Library Network
36	DEPT.	Department

37	DNB	Diplomat of National Board
38	DRDO	Defense Research and Development Organization
39	DST	Department of Science and Technology
40	DTP	Desktop Publishing
41	DVD	Digital Video Disc or Digital Versatile Disc
42	EBM	Evidence Based Medicine
43	ESI	Employees' State Insurance
44	FAIMER	Fellowship in Advancement in Medical Education and Research
45	FRCP	Fellowship of the Royal College of Physicians
46	GB	Giga Bytes
47	GoI	Government of India
48	GRE / TOEFL	Graduate Record Examinations / Test of English as a Foreign Language
49	HELINET	Health Science Library and Information Network
50	HIMS	Hospital Information Management System
51	HIV	Human Immunodeficiency Virus
52	HoD	Head of the Department
53	ICMR	Indian Council of Medical Research
54	ICT	Information and Communications Technology
55	ICU	Intensive Care Unit
56	ICCU	Intensive Coronary Care Unit

57	INFLIBNET	Information and Library Network
58	INSPIRE	Innovation in Science Pursuit for Inspired Research
59	IP	In Patient
60	IPC	Indian Pharmacopeia Commission
61	IQAC	Internal Quality Assurance Cell
62	IR	Institutional Repository
63	ISO	International Organization for Standardization
64	ISSN	International Standard Serial Number
65	ISBN	International Standard Book Number
66	JRF	Junior Research Fellowship
67	LAN	Local Area Network
68	LCD	Liquid-Crystal Display
69	MCI	Medical Council of India
70	MCQ	Multiple Choice Questions
71	MEU	Medical Education Unit
72	MHRD	Ministry of Human Resource Development
73	MOOC	Massive Online Open Course
74	MOU	Memorandum of Understanding
75	NAAC	National Assessment and Accreditation Council
76	NABH	National Accreditation Board for Hospitals & Healthcare Providers

77	NABL	National Accreditation Board for Testing and Calibration of Laboratories
78	NACO	National Aids Control Organization
79	NBM	Narrative Based Medicine
80	NICU	Neonatal Intensive Care Unit
81	NGO	Non-Governmental Organization
82	NIC	National Institute of Cancer
83	NKN	National Knowledge Network
84	NMEICT	National Mission on Education through Information and Communication Technology
85	NPCB	National Program for Control of Blindness
86	NRHM	National Rural Health Mission
87	NRI	Non-Resident Indian
88	NSS	National Service Scheme
89	NTTC	National Teacher Training Centre
90	OBC	Other Backward Class
91	OMR	Optical Mark Recognition
92	OP	Out Patient
93	OPAC	Online Public Access Catalogue
94	OP/OR	Operation Theatre /Operative Room
95	OSCE	Objective Structured Clinical Examination

96	OSPE	Objective Structured Practical Examination
97	PACS	Picture Archiving and Communications System
98	PBL	Problem Based Learning
99	P.G	Post Graduate
100	PHC	Primary Health Center
101	PICU	Pediatric Intensive Care Unit
102	PLAB	Professional and Linguistic Assessments Board
103	RAM	Random-Access Memory
104	RHC	Rural Health Centre
105	RLJH & RC	R.L. Jalappa Hospital and Research Centre
106	RNTCP	Revised National Tuberculosis Control Program
107	SC	Scheduled Caste
108	SDUMC	Sri Devaraj Urs Medical College
109	SDUAHER	Sri Devaraj Urs Academy of Higher Education and Research
110	SICS	Small Incision Cataract Surgery
111	SIRO	Scientific and Industrial Research Organization
112	SNIP	Source Normalized Impact per Paper
113	SOP	Standard Operating Procedure
114	SRF	Senior Research Fellowship
115	SAT	Student Assisted Teaching

116	ST	Scheduled Tribes
117	STD	Subscriber Trunk Dialing
118	TV	Television
119	UDOME	University Department of Medical Education
120	UGC	University Grants Commission
121	UG	Under Graduate
122	UHC	Urban Health Centre
123	UNICEF	United Nations Children and Education Fund
124	UPS	Uninterrupted power supply
125	USMLE	United States Medical Licensing Examination
126	VC	Vice Chancellor
127	WEC	Women Empowerment Cell
128	WHO	World Health Organization
129	WOS	Web Of Science
130	YRC	Youth Red Cross

EXECUTIVE SUMMARY

INTRODUCTION

Sri Devaraj Urs Medical College, Kolar established in the year 1986 has been an institution with a standing of over two decades of distinct identity with a mandate to deliver quality medical education. This institution was established by Sri Devaraj Urs Educational Trust for Backward Classes, Tamaka, Kolar. During its formative period the Medical College was affiliated to Bangalore University, Bangalore and subsequently it became affiliated college of Rajiv Gandhi University of Health Sciences, Bangalore until 2007. The Medical College had achieved ISO certification and NAAC accreditation through several of the quality enhancement initiatives, which included promotion of faculty development and research activities, establishment of collaborations, and offering of extension services.

In view of its excellent two decades track record, quality enhancement initiatives and providing quality medical education and health care services, ***Sri Devaraj Urs Medical College was conferred the Institution Deemed to be University status on the advice of the University Grant Commission, by the Ministry of Human Resource Development, Government of India on 25th May 2007 in the name and style of 'Sri Devaraj Urs Academy of Higher Education and Research', Comprising Sri Devaraj Urs Medical College, Tamaka, Kolar.***

After the conferment of Institution Deemed to be University status, the university has shown rapid growth and progress in enhancing the quality of curriculum design and development, evaluation, research, infrastructural facilities and patient care services. The university comprises of two Faculties namely Faculty of Medicine and Faculty of Allied Health Sciences and has 27 teaching departments offering both undergraduate and postgraduate programs. In addition, it has 9 specialty and super specialty patient care departments and 2 ancillary supporting divisions of Information and Technology and Engineering.

The cumulative enrolment for the current academic year is 1300 and the faculty strength conforms to the Medical Council of India Regulations and it is almost 20% in excess of the minimum requirements. The appointments of the faculty under the Faculty of Medicine and the Faculty of Allied Health Science are made through a Selection Committee, consisting of external experts and are strictly as per the Medical Council of India and University Grants Commission Regulations respectively. The university, in order to achieve time bound progress and development has developed a well structured Perspective Developmental Plan- 'Vision 2020' document reflecting the Short Term Goals (2007-2010), Intermediate Goals (2007-2015) and the Long Term Goals (2007-2020). The University has already achieved all of the Short term goals and is on an upbeat to achieve the Intermediate Goals. The university has already initiated the long term goals to be accomplished by the year 2020.

Criterion I: Curricular Aspects

The curricula for various programs offered by the University are in accordance with the National goals aimed to provide professional competence predominantly in the area of health care and allied health care services. The University has developed value based and need based curricula of its own for all the courses offered , based on recent undergraduate and postgraduate Regulations of Medical Council of India and the mandates of UGC for Medical and Allied Health Science faculties respectively. The design and development of curriculum and its implementation involves 3 stages which include discussions and approvals at the Departmental Curriculum Development Committees based on the feedback obtained from all the stakeholders to makes necessary revisions in the curricular content, which would subsequently be reviewed and approved by the concerned Board of Studies and finally by the Academic council. Accordingly, the curriculum of programs and syllabi of courses are periodically updated and made

contemporary, from time to time. This revision includes emerging and new areas of knowledge and obsolete contents are deleted in all the courses. The minor curricular revision takes place annually and major every 3 years.

The curricula and syllabi, for the programs/courses offered under the Faculty of Allied Health Sciences have been developed independently, giving emphasis on skill based training. The B.Sc. courses follow the semester system.

The University has been able to bring in substantial changes in teaching-learning process and evaluation reforms for all the programs/courses offered by the University. There are vertical and horizontal integrations of various subjects of the course as specified by the Medical Council of India. The teaching - learning activities follow a strict calendar pattern to meet the requirements of the students. The necessary curricular reforms including graduate attributes and evaluation methodologies have been incorporated in all the programs. The University has established an automated, transparent, objective and highly accountable student evaluation system.

The University has declared the year 2015 as the year for Academic Reforms and accordingly has planned and implemented several reforms which include:

- Introduction of electives in MBBS curriculum,
- Formulation of learning objectives for the clinical postings of undergraduate students,
- Formulation of learning objectives for the external clinical postings of postgraduate students,
- Preparation of scientifically developed Question Bank in all subjects of MBBS curriculum,
- Introduction of OSPE / OSCE in the formative evaluation in MBBS course,
- Introduction of Choice Based Credit System in the courses offered under the faculty of Allied Health Sciences,

- Work Place Based Formative assessment and feedback and
- Introduction of Evidence Based Medicine sessions are conducted for postgraduates in all departments.
- The university has introduced semester system for the courses offered under the Faculty of Allied Health Sciences and as per the directions of the University Grants Commission, it has introduced Credit Based system for the courses from the current academic year. The National level workshop has been organized on 9th Sept. 2015 on 'Credit Based Grading System and Continuous Assessment in Health Sciences' with the participation of 12 health science universities from 3 states.

In all the aforementioned reforms the university has conducted necessary seminars and workshops to empower the faculty for the effective implementation of all the reforms.

The University has structured feedback mechanism on curricular aspects which involves all the stake holders viz. students, faculty and external peers and hence the curriculum is well accepted by the students. Enough emphasis has been given for the development of necessary competences and skills to be acquired by the students.

Criterion II: Teaching, Learning and Evaluation

Admissions for both undergraduate and postgraduate degree and diploma programs is strictly based on the 'inter-se-merit' in the All India Common Entrance Examination conducted by the University. However, from this academic year 2015, the university has become a Member Institution of an external agency viz. 'Education Rating and Assessment Foundation' (ERAF) and this organization conducts the All India Common Entrance Examination for the programs offered under the Faculty of Medicine for various Universities across the country. The university has implemented three layer security measures at the time of counseling so as to avoid impersonation. The

University implements Social Justice Police of the State by reserving the seats to the socially disadvantaged communities as per the norms.

The University offers 1 Undergraduate (MBBS), 8 Postgraduate Diplomas, 18 Postgraduate Degrees (MD/MS), 8 Ph.D. and 1 Post-Doctoral Fellowship, a total of 36 programs which are duly recognized by Medical Council of India under the Faculty of Medicine. It also offers 19 programs which includes 5 Undergraduate, 3 Postgraduate Diploma, 6 Postgraduate Degree, 1 M.Phil. 1 Ph.D and 3 Certificates under the Faculty of Allied Health Sciences. Thus the total academic offerings of the university are 55 programs under these two Faculties.

The University conducts Orientation and Foundation courses to familiarize the newly admitted students to various programs/courses offered. The university provides the Academic Calendar, Academic Record, Log Books, Regulations/Syllabi, Code of Conduct etc., in the form of separate booklets to all its students so that they are mandated to follow and maintain records of their respective structured teaching-learning and training programs. The University has strong mentor system in place. The slow and advanced learners are identified by their performance in the qualified examination, learning styles, and the necessary teaching reinforcements are provided to them. Counseling through the mentor and professional, wherever necessary, is also provided so as to ensure that these students perform to the best of their abilities. Advanced learners are encouraged to participate in various curricular, co-curricular and research activities with additional and advanced coaching and training.

In order to ensure that the students acquire adequate knowledge and skills, all departments have evolved course objectives and outcome to ensure that these are achieved by the students through feedback mechanisms at the end of the course. The feedbacks obtained are optimally utilized for enhancing the quality of teaching - learning processes. The modes of instructions include didactic lectures, tutorials and small group discussions complemented by ICT

and skills laboratory enabled teaching processes. Classrooms are equipped with all necessary gadgets for effective use of e-learning. The University has also introduced various examination reforms like, OSCE/OSPE, workplace based assessment, MCQ etc. in the formative assessments. The university has also established central laboratory facility to conduct OSCE/OSPE sessions by various departments.

The faculty strength of the University is 469 which is 20% in excess that specified by the regulatory body to ensure high level teaching quality and also to retain faculty. The Faculty Development programmes conducted by the Department of Medical Education confirm that the teachers are well versed with the teaching-learning and evaluation methodologies. The 80% of its faculty is trained in the educational technology/methodology by the Medical Education Department. To create a competitive spirit among the faculty, the university has introduced Best Teacher award which would warrant all teachers to perform their best.

The evaluation processes for various courses are clearly indicated in the Regulations governing each course. It also describes the requirement of attendance, marks to be scored by the students in the formative and summative assessment. The examination division has developed a Manual indicating the procedure for the conduct of examination. It also has evolved standard of operating procedures for the various activities. The evaluation section utilizes tamper proof software to consolidate the marks obtained by the candidates through a double blind data entry process. The average pass percentage of the undergraduate students is in the range of 60 – 65% and for the post-graduates students it is in the range of 90-100%.

Criterion III: Research Consultancy and extension programme

The university promotes research at undergraduate student level, post graduate student, M.Phil and Ph.D and at the faculty level.

The University Research Committee constituted as per Rule No 43 of UGC Regulations 2010 has the Vice Chancellor as the Chairman and Scientists of international repute and other officials of the university as members plans, implements and monitors the research activities. The university has an additional Sub-committee for Research with a Scientist of international recognition as chairman and Senior scientists ICMR as members which oversees the Research/Grant proposals submitted by the faculty and provides necessary advice to strengthen the research activities of the university. The central Ethical Committee constituted as per schedule 'Y' of the Indian Drugs and Cosmetics Act, 1935 is recognized by DCGI. This committee includes scientists of international repute as Chairman and members, guides the research scholars on ethical issues strictly as per the national guidelines.

All the departments of the university have been equipped with necessary facilities to carry out research in their respective areas. The University encourages faculty to engage in research activities by providing them with the necessary logistics and infrastructure, equipment and gadgets and financial incentives. The University has an annual budget allocation of over 5 to 10% of the total budget, for funding various research projects and activities. During last four years, the faculty has published 853 research papers in various peer reviewed national and international journals. Approximately 42% of the publications are indexed in the MEDLINE (PubMed) followed by SCOPUS - 24% and Web of Science - 22%. The ISI Thomson /Reuter's impact factor of publications ranges from 0.198 to 6.751. The university provides incentives to the authors for scientific/research publications as per the well-defined 'University policy of financial assistance for scientific publications'. The majority of the research projects of the university are carried out by in-house funding. Though the university has undergone inspection in 2011 for recognition as 'Scientific and Industrial Research Organization' (SIRO) by the Department of Scientific Industrial Research (DSIR), the recognition is kept on hold due to the pending case against the

Deemed to be Universities in Hon'ble Supreme Court. Despite this the University has been able to attract a grant amount up to one crore from external funding agencies like ICMR-DHR and WHO.

The main thrust area of focused research in the university is 'the investigations on the Molecular underpinnings of genetic diseases particularly of dysmorphic nature'. The infrastructure and other facilities created to enhance the research include:

- Central Research Laboratory, comprising of Genomics, Cell Biology, Proteomics and Bio-informatics Laboratories.
- Central Diagnostic Laboratory comprising of Biochemistry, Pathology and Microbiology sections,
- Imaging Laboratory consisting of Magnetic Resonance Imaging (MRI), Computerized Tomography (CT), Ultrasonography and Xray imaging sections.

The university has taken up an ambitious project of constructing an exclusive Centre for research at a cost of Rs.50.50 millions excluding equipment.

During last five years, the University has conducted five National Research Workshops / Seminars on various themes wherein quite good number of scientists of national and international repute have participated with an aim to inculcate research attitude and culture among the faculty. The University promotes, sponsors and encourages various Research Capacity Building programs and Professional Development Programs round the year. Besides, the university also organizes guest lectures by eminent scientists and academicians both from within and outside the country, round the year, thereby creating a platform for the staff and students to exchange / share knowledge and expertise with them . The university has specially organizes a National Medical Undergraduate Research Conference (DEMEDCON) every year for the undergraduate students to identify, showcase and encourage their research instincts / talents. So far such two conferences have been organised.

The university has signed Memorandum of Understanding with institutions of National Importance, other universities and research institutions. The university had been a part of multi-centric study on type II Diabetes (population genetic study on susceptibility) in association with the Center for Cellular and Molecular Biology, Hyderabad, Research study on Rapid Assessment of Avoidable Blindness (RAAB) in collaboration with Public Health Foundation of India, Studies on Public/ Occupational health in collaboration with University of Minnesota and Medical Education Research with University of Illinois. Industry-university interaction is also in place to extend research domains and in this regard, the university has signed a MoU with Genotypic Technologies Private Limited, Bangalore and in association with this industry, the Department of Cell Biology and Molecular Genetics of the university has submitted an application for funding for research to DHR/ICMR in the area of genetic malformation. The Department of Anesthesiology of the University has also submitted research project in association with Indian Society of Anesthesiologists and Bangalore Medical College and Research Institute for a study to define Guidelines on Resuscitation in India. The concept proposals are accepted and the detailed proposals have been submitted.

The constituent college and the teaching hospital of the university regularly conduct community outreach health care activities and join hands with the government in implementing various health care schemes. The Department of Community Medicine plays proactive role in reaching out to the community to create awareness on various health related issues through the conduct of special programmes on the days specified by the National and International bodies / organizations (for eg. Environment Day, Health Day, Diabetes Day etc). The university has adopted Primary Health Centre at Devarayasamudra from the Government of Karnataka under Public Private Partnership model which caters health care needs of the geographical cluster

of 19 villages. The various Research, Health Awareness, Community Education/Training related activities are conducted there.

Criterion IV: Infrastructure and Learning facilities

The university is situated on 72 acres of lush green eco-friendly, campus with a total built up area of 115828 sqmts. accommodating the university administrative building (2155 Sq.Mtrs), constituent college (25844.29 sq.mtrs.), hospital (37276.32 sqmtrs), hostels (29059 sq.mtrs), staff quarters (13560 sq mtrs). All the buildings are user friendly and cater to the needs of physically challenged / differently abled employees and students and have ramps, lifts, wheel chairs, railings and specially designed washrooms. The Medical College has 5 lecture theaters (200 to 250 seating capacity) and demonstration halls (75 seating capacity), practical laboratories and museums as well as departmental libraries in all the teaching departments. The lecture theaters and the demonstration halls are well equipped with multimedia facilities. The university has developed more than adequate infrastructure and learning resources to meet the ever increasing requirements of teaching-learning and research activities. The campus is well maintained with gardens and landscaping. One of the major attractions in the campus is the Herbal garden. The institution has duly registered animal house to house small animals as per the CPCSEA guidelines

The teaching hospital of the medical college has the bed strength of 1050 and has the state-of-art ICU, SICU, PICU, NICU, emergency services and Dialysis facilities. The outpatient and inpatient facilities of the hospital are designed to cater to the teaching requirement of the medical college. In addition, the university has established centre for Clinical Skills and Simulation laboratory for experiential learning and hands-on-training of the students. The hospital has the state of art diagnostic facility in the central laboratory comprising Biochemistry, Pathology and Microbiology as well as

imaging facilities in the department of Radiology. The operation theatres are well equipped with modern gadgets and are fitted with air handling units.

The Blood Bank of the hospital has facilities for Blood component separation and it is the only blood bank facility in the Kolar district which operates as per the NACO guidelines and is recognized by Drugs Controller General of India and also the licensing authority, Government of Karnataka. There is an availability of central manifold system for oxygen and suction in the entire hospital. The Central Sterile Supply Department and the hospital laundry are well equipped with automated machines to meet the modern day requirements. The hospital is free for all and the inpatients are provided hygienic and nutritious free food, three times a day.

The Central Library and Information Centre, has an area of 3654 sq.mtrs. Spread over two floors with provisions for stack room, journal section, digital library and reading section (fully/centrally air conditioned, 700 seating capacity), Reference section and lounge. There are 22907 books, 9664 back volumes, 523 dissertations / thesis and 494 journals. The library subscribes for 347 e-journals, 3836 e-books and PMC data base through the HELINET consortium provided by Rajiv Gandhi University of Health Sciences, Bangalore. The e-learning materials include CD / DVD / ROM, e-books etc. Each department in addition maintains a departmental library under the supervision of Central Library for the post-graduate students and faculty for routine references. The digital library has computer system installed with SPSS Version – 22 licensed statistical software for the students and staff for data analysis. The Library has a special area ear-marked for the students to bring their own books and read in the library. The library is automated with Easy Lib 4.4.1 versions software for operations and management. It has online public access catalogue software for searching books and journals. The Library and Information Centre has established a teaching department of the university with adequate facilities for teaching and learning activities. It has

commenced an innovative post-graduate (M.Sc.) program in Health Science Library and Information studies.

The second floor of the library building accommodates a sophisticated acoustically built centrally air conditioned auditorium (1050 seating capacity). It also has a seminar room with smart class room facilities where the postgraduate students conduct seminars, journal clubs and small group discussions with peers. In addition, there is also an auditorium available (400 seating capacity) in the university administrative block which caters to the conduct of seminars, guest lectures, CMEs and live demonstrations of surgical procedures on a regular basis. The open air auditorium in the Medical College quadrangle is the venue for large scale functions viz., inter and intra collegiate cultural fest, Republic Day, Independence Day, Convocations and other major activities.

The Hostel facilities in the campus are excellent and could accommodate over 1000 students. There are 5 hostels for girls and 4 hostels for boys constructed with facilities to meet the varied needs of the students. All the hostels are fully catered and have a modern kitchenware, water purifiers and hot water facility. The hostels are provided with 24x7 security and CCTV surveillance to ensure adequate security for all the inmates. There are separate vegetarian and non-vegetarian canteens for staff, students and visitors of the campus.

The students of the university are provided with best of sports facilities. The department of Physical Education involves in the training and maintenance of all the sports facilities. The facilities available are synthetic tennis court, basketball court, indoor stadium (Shuttle, Badminton) billiards, Gymnasia, field event courts, play grounds. The girl students are provided with separate gymnasia and recreation rooms.

The university has established a department of Information Communication Technology (ICT) with adequate infrastructure and manpower. The department maintains the University server, LAN, software,

e-classrooms and internet facilities. There are over 300 desktops in the University, all of them are connected through LAN and have accessibility to internet connectivity. The university has 1 GBPS leased line internet connectivity under the NMEICT scheme. The campus has Wi-Fi hotspot in the Library, Departments and various Offices, Hostels and Guest house of the university.

There is availability of network security devices such as Cyberoam 1000ia network security appliance as Unified Threat Management (UTM) device and next generation firewall delivering enterprise-class network security with state-full inspection firewall and Licensed Kaspersky anti-virus installed with centrally managed updates. The software available in the university includes the Hospital Information Management System, College Management System, Evaluation, Finance Management System, Electronic Medical Record System, Digital Diagnostic and Imaging including PACS.

The Information Communication Technology department has ambitious upgrade strategies which include establishment of data centre, a central facility for hosting all the IT equipment, campus wide network expansion through NMEICT project strengthening 24x7 Wi-Fi facility and provisions for telemedicine.

Criterion V: Student Support and Progression

The University gives top priority to comprehend the needs of the students in respect of their overall growth and performances. Accordingly, the University has developed all necessary steps to ensure that the students' progress well in the right direction. To ensure that all students are aware of their duties and responsibilities, the University has published relevant materials in the form of booklets like academic calendar, academic record, log books, code of conduct etc.

The University has appointed Student Welfare Officer, Counselor, and Clinical Psychologist and has offices of Foreign / NRI students Assistance Cell, Career guidance and Placement Cell and the university has constituted,

Students Research Committee, Hostel Committee, Magazine Committee, Anti Ragging and Grievance Redressal committee to assist and provide guidance to the students.

The students are provided relevant vaccinations and free medical facilities. The strong mentor systems in the constituent College ensure that no student goes unattended for their needs in academics, personal, social, cultural and comprehensive personal development. The university makes sure that the students life in the campus is stress free, satisfying and learning friendly and confirms that the students effectively participate and contribute in diverse and dynamic social circumstances. The University has made available round the year Yoga Classes for the students through well qualified Yoga teachers/ instructors. The parents are periodically appraised about the performance of their wards in various activities in the campus through emails and SMS.

The university in order to ascertain professional enrichment and personal development provide guidance regarding different opportunities for career advancements. Training in soft skills, lectures by spiritual leaders, Yoga and Meditation related activities ensure over all personality development and interpersonal relationship, ethics and values. The students are also encouraged to learn the local vernacular and the university conducts classes for non-Kannada speaking Indian and Foreign students.

In order to encourage the students' literary skills and to kindle the research instincts, the university publishes the college magazine, newsletters and souvenirs every year. To inculcate the spirit of unity and the power of togetherness, the students are encouraged to form union and hold relevant programmes to enhance the leadership qualities. The students are encouraged to participate in sports and cultural activities and the university provide platform for intercollegiate / inter varsity competitions. Liberal financial supports for travel, cash incentives and awards for best performers are the progressive approaches by the university in this regard.

Student Progression is appreciable as more than 60% of undergraduate students are able to pursue higher degrees and excel in the field of expertise. The dropout percentage of students is negligible and is an indicator of encouraging and persuasive approach of the faculty and mentors

The Alumni Association of the university is vibrant and is a registered body.(vide Reg.No: 89/2004-05 dated 2nd July 2004) It has its office functioning in the constituent college. The activities of alumni association include celebration of Doctor's Day, Teacher's Day, conduct of Continuous Medical Education programmes, Guest Lectures, workshops etc., round the year. Felicitations of eminent doctors in the region and revered teachers are the noticeable activities of the Alumni Association in the past several years uninterruptedly. Several of the alumni of this institution spread across the globe and are known for their clinical skills and have brought in laurels to the institution.

The institution promotes inclusive practices for social justice and better stakeholder relationship. The university has conducted a National seminar in 2013, to create awareness about the duties and responsibilities of a common man prior to the National General elections The University also promotes value based education for inculcating social responsibility among its students. The basic objective of the university is to serve the backward area and the NSS unit serves the community for its upbringing. The NSS volunteers in association with Youth Red Cross undertake several social relevant programmes such as conduct of Health camps, blood donation camps, creating awareness on the importance of maintaining personal hygiene and keeping the environment clean and healthy.

Criterion VI: Governance and Leadership and Management

The university comprehending the importance of Governance and Leadership in its right perspective and considering them as crucial as well as critical, for taking this institution to greater heights and recognition, has developed a robust governance system to realize its vision and mission. The

Academic, administrative and financial autonomy bestowed as per MoA / UGC regulations – 2010 amended up to 2015 are optimally utilized to create an atmosphere which is congenial to keep pace with changing needs of the global trends in education. The Governance and Leadership policies of this institute concentrate on the involvement of staff and students. The university ensures that the governance policies are in tandem with growth plans of the university.

The organizational structure makes sure that the smooth implementation of policies. The statutory Authorities and Bodies like Board of Management, Academic Council, Finance Committee, Boards of Studies, Departmental Committees and Planning and Monitoring Board have fair representations of faculty which forms the backbone of the functioning of the university. These Authorities and Bodies also ensure that the institution follows the regulations / guidelines of statutory bodies. The presences of external and regulatory body/ Government representatives in these bodies ensure that there is no bias or indulgence of the institution in unhealthy practices. The Vice Chancellor delivers leadership for academic, administrative and financial resource management through the statutory bodies. The Registrar, Controller of Examinations, Finance Officer, Deans and other officers supports the Vice- Chancellor in the smooth execution of policies, functioning and developmental activities of the university. There is adequate representations of women employees in all the Authorities and Bodies and the university ensures the gender equality. The university in order to achieve time bound progress and development has developed a Perspective Plan, Vision 2020.

Apart from the statutory bodies, the university has created several committees to monitor, facilitate and ensure that the university delivers its best to achieve overall growth and create niche in the area of its expertise. In addition, the university has appointed Deans, Director Academics, Director, Research and Development and such other officers to ensure decentralization

of the responsibilities in respect of academics and research. The university has provided adequate autonomy to the constituent college and its teaching hospital, so that they function more or less independently and concentrate on their developments.

The publication of the university 'Calendar of Events', well before the beginning of every academic year is a regular feature. This Calendar of Events includes the date wise, week wise, month wise details of all the curricular, co-curricular and extra-curricular activities including the meetings of all the Statutory and Non-statutory committees/boards of the university.

The governance system ensures that the activities of the university contribute to the national development and the university is proactive in the implementation of schemes and policies issued by the State and the Central Governments from time to time. It also makes sure that the students of the university develop skills and requisite competencies to serve the humanity. To achieve this, value addition and need based changes in the curriculum are undertaken periodically and the students are trained on par with the global standards. Faculty empowerment strategies are one of the important goals of the university and the faculty is given training in education technology and research methodology to enhance the teacher quality.

Women students, faculty and employees welfare is one of the priorities of the university and in this direction, the university has constituted 'Women Empowerment Cell' as well as a committee for prevention of Sexual Harassment at work place. The Women Empowerment Cell is vibrant and active round the year and ensures that the many of the needs of the women employees are attended to without bias.

The university has devised a robust financial management mechanism which monitors the revenue generation and expenditure in order to have financial control and to ensure regular and adequate availability of funds for the university activities.

The major source of financial resource is the tuition and other fees which has been fixed by the Fee Fixation Committee constituted as per the directives of Hon'ble Supreme Court taking in to consideration the total expenditure incurred by the institution and reserving reasonable surplus for future developmental activities. Apart from the tuition fee, the teaching hospital also generates revenue through the sophisticated/advanced investigative procedures and super specialty care and university sometimes receives donations from philanthropists.

The Finance Section of the University headed by the Finance Officer who provides the background planning on the revenue generation and expenditure details by obtaining relevant inputs from the Registrar, Principal of the Constituent College, Medical Superintendent, Heads of the departments / division / units.

The Finance Section of the university prepares the budget for each financial year well in advance and places the same before the finance committee for its approval and the recommendations of the Finance Committee are placed before the Board of Management for the final approval. The university adheres to the budgetary provisions and deviations if any will be discussed in the finance committee and finally will be approved by the Board of Management. The works and purchase committee adhering to the budget allocation ensures that the expenditures are well within the funds available.

The university has appointed internal auditors for the scrutiny of the statement of Receipts and Expenditure and its correctness. The comments on the statement of accounts are submitted to the Vice-Chancellor and the Registrar for information and necessary action. The observations of internal auditors are discussed and rectified. The university also has appointed external auditors to verify the statement of accounts of each financial year. The audited reports and balance sheet are submitted to the University Grants Commission, MHRD along with the Annual Report of the University.

The university is committed towards continuous improvement in all its facets of activities and to achieve this, it has constituted Internal Quality Assurance Cell to review the academic, administrative, evaluation, finance, student support and research activities. The committee is constituted as per the guidelines of NAAC with Vice-Chancellor is a Chairman of the IQAC. The IQAC concentrates on quality improvement in the overall performance of the institution through continuous monitoring. Each department is advised to conduct monthly Faculty Development meetings to discuss teaching, learning activities, development of departmental compliance in terms of infrastructure and man power in special areas. All the Departments are mandated to make the presentations of their departmental profile before the Academic Council and Board of management meetings. Valuable suggestions given are implemented in the departments

The IQAC as per the inputs received from various departments identifies the quality enhancement requirements in teaching-learning process and advices the Board of Studies to discuss the issues in the various Boards of Studies meetings. Further, it will be placed in the Academic Council for approval and in the Board of Management for administrative approval and implementation. All the administrative reforms are extensively discussed in the Board of Management before approval and implementation.

Some of the outcomes of the IQAC activities include, streamlining of the conduct of teaching classes and clinical postings for undergraduate students, Development of calendar of events (courses wise) including schedule for conduct of internal assessment in each subject of undergraduate course, development of cumulative record on the performance of students of various phases of MBBS course, formulation of objectives of clinical postings for undergraduate course, compulsory submission of compliance on teaching-learning process as per the schedule, conduct of a workshop for the preparation of question bank, introduction of OSCE/OSPE as an evaluation tool in formative evaluation, introduction of electives / clinical modules in the

curricula of undergraduates, formulation of objectives of postgraduate rotation postings with assessment tools, compulsory conduct of CME /Workshop / Seminars by each of the departments with financial assistance by the university, policy on incentives for research publications, development of code of conduct for the students and teaching staff, revision of service bye-laws of employees of the university, conduct of academic and administrative audit by external peers.

The university has conducted an Academic and Administrative Audit comprising a committee of three eminent former Vice-Chancellors of universities of three states in the year 2014. The report of the audit has been submitted to the university which reflects that the functioning of the university is in the right direction to achieve the goals envisaged in the perspective plan of the university. As per the report of the audit, the strengths of the university are service to rural society, aim to be a global centre of excellence, new programs in emerging areas, international and national collaborations, curricular aspects, research and related activities, student support activities, governance and leadership.

The reports also indicated certain challenges of the university in terms of increase of number of faculty of studies, innovations in the courses offered, DSIR recognition and assessment of attributes of the graduates and teacher quality. In this regard, the university has initiated necessary steps to overcome these challenges and submitted application for the recognition by DSIR to obtain the status of SIRO. The University has also submitted an application to DHR for recognition as research centre. However, the university faces a major impediment in achieving these on account of the pending case on Deemed to be Universities in the Hon'ble Supreme Court of India.

Criterion VII: Innovations and Best Practices

The university has a number of innovative and best practices in place. The university is located in lush green unitary campus which is eco-friendly, tobacco free, plastic free and vehicle free of 72 acres having reasonably strong

Wi-Fi and LAN connectivity. All the buildings are strategically located and well connected for easy access including physically challenged / differently abled employees and students. It has well maintained gardens and the major attraction in the campus is the newly setup herbal garden. The eco-friendly initiatives include energy conservation, use of solar / renewable energy, rain water harvesting, sewage treatment plant, domestic waste and biomedical waste management and air pollution control.

The university has conducted a Green audit and the report is satisfying and the recommendations of the auditors are under consideration of the university for further implementation. The university with idea of becoming a SMART university is trying to augment the e-governance and majority of the in-house communications are sent through the electronic mail services. The hostel / mess facilities utilize locally produced horticultural products to reduce carbon foot print. The bio hazardous waste is segregated at the point of its origin and disposed as per the Pollution Control Board directives and the radioactive hazardous materials are disposed as per the AERB guidelines. Electronic wastes are collected and pooled and stored in e-waste room and they are disposed to the agencies recommended by the Pollution Control Board. Infection Control Committee regularly monitors the spread of infections in the hospital.

The curricular innovations implemented include CBCS for courses under Allied Health Sciences, Residential Community Medicine postings for 1st MBBS students, principles of yoga, OSPE remedial courses for slow learners etc. The university has formulated objectives for the rotational clinical postings of the undergraduate students and objectives for postings of postgraduate students to other departments and institution of excellence. There are also formative assessment methods viz., work place based assessment, mini CEX and DOPS and case based discussions for Formative assessment.

The innovations of the teaching-learning and evaluation methods consists of team based learning, open book test, self-directed learning including mini research projects. Use of clinical skills laboratory for hands on training, clinical modules on applied Anatomy, CPCR training etc. enrich the undergraduate training. Similarly, the postgraduate courses emphasis on clinical audit, Evidenced Based Medicine, work place based assessment etc. augment the training. The university has the unique "Earn while you learn 'for the needy/poor students.

In the area of research, the university has made significant strides that it has ensured that all departments of the university are equipped with necessary facilities to carry out research in their respective fields. University generously funds the research proposals submitted by the faculty and provide incentives for quality applications. The focused area of research in the university is the investigations on the molecular underpinnings of genetic disease particularly of dysmorphic nature and has set up a sophisticated cytogenetic and molecular genetics research laboratory complemented the proteomics laboratory. The conduct of undergraduate research conference is an innovation to inculcate research attitude amongst the undergraduate students.

The governance and leadership of the university is exemplary and it aims to be a global centre of excellence particularly in the area of Medical and Allied Health Science education and research. The student training and support activities are well appreciated by the students and their parents. The financial management of the institution has been encouraging and the prudent utilization of funds has resulted in the overall growth and development of the institution.

Sri Devaraj Urs Academy of Higher Education and Research, Kolar
(Institution Deemed to be University)

1. Name and Address of the Institution:

Name :	**Sri Devaraj Urs Academy of Higher Education and Research,**	
Address:	Post Box No 62, Tamaka, Kolar-563101, Karnataka, India.	
City: Kolar	**Pin:** 563101	**State:** Karnataka, India
Website: *www.sduu.ac.in*		

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Vice Chancellor	**Dr. Premanath F. Kotur**	Land Line 08152-243242	Mob: 94481 30159	Fax : 08152 – 243008	vicechancellor@sduu.ac.in
Pro Vice Chancellor	**-**	-	-	-	-
Registrar	**Dr.A.V. M. Kutty**	Land Line 08152-243244	Mob: 99809 45878	Fax : 08152 - 243008	registrar@sduu.ac.in
Dean Faculty of Medicine	**Dr. M.L. Harendra Kumar**	Land line : 243004	Mob: 99801 40754	Fax : 08152 - 243008	dean@sduu.ac.in
Principal	**Dr.B.G. Ranganath**	08152 : 243245	Mob: 99809 45879	Fax: 08152-243006	office@sdumc.ac.in
Vice Principal	**Dr. A. Bhaskaran**	Landline: 08152-210604	98450 45230	Fax: 08152-243006	vp2@sdumc.ac.in
Steering Committee/ IQAC Co-ordinator	**Dr.A.V. M. Kutty**	Land Line 08152-243244	Mob: 99809 45878	Fax : 08152 - 243008	registrar@sduu.ac.in

3. Status of the University:

State University	☐
Central University	☐
Private University	☐
University under Section 3 of UGC (Deemed University)	☑
Institution of National Importance	☐
Any other (specify)	☐

4. Type of University:

Unitary	☑
Affiliating	☐

5. Type of College:

Ayurveda	☐
Dentistry	☐
Homoeopathy	☐
Medicine	☑
Nursing	☐
Pharmacy	☐
Physiotherapy	☐
Siddha	☐
Unani	☐
Yoga and Naturopathy	☐
Others	☐

6. Source of funding:

Central Government	☐
State Government	☐
Grant-in-aid	☐
Self-financing	
Trust	☑
Corporate	☐

Any other (specify) ☐

7. a. Date of establishment of the institution: 25/05/2007

b. In the case of university, prior to the establishment of the university, was it a/an

i.	Autonomous College		Yes	☐	No	☐
ii.	Constituent College	Yes		☐	No	☐
iii.	**Affiliated College**		Yes	☑	No	☐
iv.	PG Centre	Yes	☐	No	☐	
v.	De novo institution	Yes		☐	No	☐
vi.	Any other (specify)	.....				

c. In the case of college, university to which it is affiliated -

Not Applicable

8. State the vision and the mission of the institution.

VISION

"UNIVERSITY OF EXCELLENCE - KNOWLEDGE FOR POSTERITY"

MISSION

- ***To be a global centre of excellence for Teaching, Training and Research in the field of Higher education.***
- ***To inculcate scientific temper, research attitude and social accountability amongst faculty and students.***
- ***To promote with value based education for the overall personality development and leadership qualities to serve the humanity.***

9. a. Details of UGC recognition / subsequent recognition (if applicable):

Under Section	Date Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*	-	-
ii. 12B*	-	-
iii. 3*	**SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH (institution Deemed to be University) Declared under Sec. 3 of UGC Act, 1956 As per MHRD Govt. of India notification No. F.9-36/2006-U.3(A)dated 25th May 2007**	-

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI,DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

Under Section/ Clause	Date, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Re-marks
MCI	MCI Recognition and permission : No:MCI-37 (1-23)(UG)/2013-14-med/19006 dt.06.07.2013 Govt. of India permission No.U.12012/122/2014-ME(P-II) dt: 15.04.2014 No. MCI.50(22)/2008-Med/42351 dt: 14.01.2009 No. MCI.50(22)/2013-Med/102337 dt: 31.08.2013		MBBS MD-Anatomy MD: Physiology MD-Biochemistry	

	No. MCI.50(22)/2013-Med/102400 dt: 31.08.2013 No. MCI.50(22)/2013-Med/104640 dt: 09.11.2013 No. MCI.50(22)/2013-Med/104689 dt: 09.11.2013 No. MCI.50(22)/2013-Med/101802 dt: 03.08.2013 Govt. of India permission No.U.12012/122/2014/ME(P-II) dt: 15.04.2014 No.MCI.50(22)/2013-Med/102396 dt: 31.08.2013 No. MCI.50(22)/2006-Med/5871 dt: 25.05.2007 No.MCI.50(22)/2013-Med/102481 dt: 31.08.2013 No.MCI.50(22)/2013-Med/102345 dt: 31.08.2013 No.MCI.50(22)/2013-Med/104681 dt: 09.11.2013 No.MCI.50(22)/2014-Med/110999 dt: 03.06.2014 Govt. of India permission No.U.12012/701/09-ME(P-II) dt: 12.04.2010		MD-Pathology MD-Pharmacology MD-Microbiology MD-Community Medicine MD- Forensic Medicine: MD- Gen. Medicine MD- Paediatrics MD-Dermatology MD-Anaesthesiology MD- Radio-Diagnosis MS- Gen. Surgery	

	No. MCI.50(22)/2014-Med/111151 dt: 03.06.2014 No. MCI.50(22)/2013-Med/107701 dt: 09.11.2013 No. MCI.50(22)/2014-Med/110635 dt: 02.06.2014 No. MCI.50(22)/1999-Med/26582 dt: 19.11.1999 No. MCI.50(22)/1999-Med/26550 dt: 19.11.1999 No. MCI.50(22)/1999-Med/1236 dt: 19.04.2000 No. MCI.50(22)/1999-Med/226554 dt: 19.11.1999 No. MCI.87(22)/2009-Med/61906 dt: 05.01.2010 No. MCI.50(22)/2000-Med/37643 dt: 24.03.2001 No. MCI.50(22)/2001-Med/10880 dt: 29.06.2001 No. MCI.50(22)/2012-Med/133807 dt: 04.10.2012		MS-Orthopaedics MS- ENT MS-Ophthalmology MS-OBG D.A D.Ortho D.C.H D.L.O D.G.O D.O D.M.R.D D.D.V.L	
DCI	-	-	-	-
PCI	-	-	-	-
INC	-	-	-	-
RCT	-	-	-	-

AYUSH	-	-	-	-
ACITE	-	-	-	-

10. Has the institution been recognized for its outstanding performance by any national/ international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.? *

Yes ☑ No ☐

NOTE: DSIR has kept the recognition in abeyance because of the pending case on deemed to be universities following Tandon Committee's report in the Hon'ble Supreme Court of India.

University has also submitted application for DHR Govt. of India recognition.

11. Does the institution have off-campus centres?

Yes ☐ No ☑

12. Does the institution have off-shore campuses?

Yes ☐ No ☑

13. Location of the campus and area:

	Location *	**Campus area in acres**	**Built up area In sq. mts.**
Main campus area	SDUAHER, Tamaka, Kolar Semi-Urban	72 acres 30 Guntas	With the total built up area of 115828 sq. mts.

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify)

14. Number of affiliated / constituent institutions in the university

Types of institutions	**Total**	**Permanent**	**Temporary**
Ayurveda	-	-	-
Dentistry	-	-	-
Homoeopathy	-	-	-
Medicine	**1**	**1**	-

Nursing	-	-	-
Pharmacy	-	-	-
Physiotherapy	-	-	-
Siddha	-	-	-
Unani	-	-	-
Yoga and Naturopathy	-	-	-
Others (specify and provide details) **Allied Health Sciences**	**1**	**1**	-

15. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes ☐ No ☑ Number ☐

16. Furnish the following information:

Particulars	Number
a. Accredited colleges by any professional body/i.e.	-
b. Accredited course / department by any professional body/i.e.	-
c. Affiliated colleges	-
d. Autonomous colleges	-
e. Colleges with Postgraduate Departments	-
f. Colleges with Research Departments	-
g. Constituent colleges	**01**
h. University Departments Undergraduate Post graduate Research centres on the campus and on other campuses	**05**
i. University recognized Research Institutes/Centres.	-

17. Does the institution conform to the specification of Degrees as enlisted by the UGC?

Yes ☑ No ☐

18. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the programs)

Programs	Yes/No	Number of Programs	Number of students enrolled
UG	Yes	MBBS : 1 B.Sc. : 5	MBBS : 749 Interns : 144 B.Sc. : 165
PG	Yes	26 (18+8)	PG : 222
DNB	No	-	-
Integrated Masters	Yes	-	-
Integrated Ph.D.	No	-	-
PharmD.	No	-	-
M.Phil.	Yes	01	02
Ph.D.	Yes	10	20
Certificate	Yes	03	-
Diploma	Yes	-	-
PG Diploma	Yes	02	04
D.M. / M.Ch.	Yes	-	-
Sub / Super specialty Fellowship	Yes	01	01
Total		**49**	**1307**

19. Provide information on the following general facilities (campus-wise):

➔ Auditorium/seminar complex with infrastructural facilities — Yes ☑ No ☐

➔ Sports facilities

- Outdoor — Yes ☑ No ☐
- Indoor — Yes ☑ No ☐

➔ Residential facilities for faculty and non-teaching staff — Yes ☑ No ☐

- ➔ Cafeteria Yes ☑ No ☐
- ➔ Health centre
  - • First aid facility Yes ☑ No ☐
  - • Outpatient facility Yes ☑ No ☐
  - • Inpatient facility Yes ☑ No ☐
  - • Ambulance facility Yes ☑ No ☐
  - • Emergency care facility Yes ☑ No ☐
  - • Health centre staff Yes ☑ No ☐
    - ○ Qualified Doctor Yes ☑ No ☐
    - ○ Qualified Nurse Yes ☑ No ☐
- ➔ Facilities like banking, post office, book shops, etc. Yes ☑ No ☐
- ➔ Transport facilities to cater to the needs of the students and staff Yes ☑ No ☐
- ➔ Facilities for persons with disabilities Yes ☑ No ☐
- ➔ Animal house Yes ☑ No ☐
- ➔ Incinerator for laboratories Yes ☑ No ☐
- ➔ Power house Yes ☑ No ☐
- ➔ Fire safety measures Yes ☑ No ☐
- ➔ Waste management facility, particularly bio-hazardous waste Yes ☑ No ☐
- ➔ Potable water and water treatment Yes ☑ No ☐
- ➔ Any other facility (specify).
  - • Rain water harvesting Yes ☑ No ☐
  - • Sewage treatment plant Yes ☑ No ☐
  - • Herbal Garden Yes ☑ No ☐

20. Working days / teaching days during the past four academic years

Sl. No		Working days				Teaching days			
	Year	2011-12	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2014-15
1.	Number stipulated by the Regulatory Authority	244	245	242	243	244	245	242	243
2.	Number by the Institution	284	284	282	283	284	284	282	283

21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).

- ➔ UGC –Midterm review - 10th & 11th August 2009 *(6 years over after the review)*
- ➔ Medical Council of India undertakes inspections on year to year basis

22. Number of positions in the institution

Positions	Teaching faculty					Non-teaching staff	Technical staff
	Professor	Associate Professor/ Reader	Assistant Professor	Lecturer Tutor	Senior Resident		
Sanctioned by the Government	-	-	-	-	-	-	-
Recruited							
Yet to recruit							
Sanctioned by the Management/Society or other authorized bodies	***61***	***32***	***87***	***22***	***17***	***540***	***106***
	60	***31***	***82***	***6***	***6***	***540***	***106***

Recruited **Yet to be recruited**	***1***	***1***	***5***	***16***	***11***	**-**	**-**
Stipulated by the regulatory authority Cadre ratio Recruited Yet to recruit	-	-	-	-	-	-	-
Number of persons working on contract basis	-	-	-	-	-	-	-

23. Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/ Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
Permanent teachers	3	1	3	-	2	1	-	-	-	-	-	-
D.M./ M.Ch.	4	1	-	-	3	1	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/ M.D./ M.S.	35	13	17	9	44	31	-	1			17	8
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	5	-	1	1	8	3	-	4	3	4	21	5
AB/FRCS/FRCP/ MRCP/MRCS/FDS RCS	2	-		-	-	-	-		-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	1	-	-	-
UG								1	107	106	3	
	49	15	21	10	57	36	-	6	111	110	41	13
Grand Total	64		31		93		06		221		54	
										Total	469	
Temporary teachers												
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./	-	-	-	-	-	-	-	-	-	-	-	-

Highest Qualification	Professor		Associate Professor/ Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
M.S.												
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-
Contractual teachers												
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	-	-	-	-	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-
Part-time teachers												
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	-	-	-	-	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-

24. Emeritus, Adjunct and Visiting Professors. List of visiting Professors.

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number	1	-	-	-	1	7

25. Distinguished Chairs instituted:

Department	Chairs
-	-

26. Hostel

➔ **Boys' hostel (UG)**

i) Number of hostels: 1

ii) Number of inmates : 263

iii) Facilities: Recreation rooms, Reading rooms, Visitors lounge, Mess Facility etc.

➔ **Girls' hostel (UG)**

i) Number of hostels : 3

ii) Number of inmates :286

iii) Facilities: Recreation rooms, Reading rooms, Visitors lounge, Mess Facility etc.

➔ **Overseas students hostel (Men & Women Separate)**

i) Number of hostels :2

ii) Number of inmates : 120 (52Boys +68 Girls)

iii) Facilities: Recreation rooms, Reading rooms, Visitors lounge, Mess Facility etc.

➔ **Hostel for interns (Men)**

i) Number of hostels : 1

ii) Number of inmates: 44

iii) Facilities: Recreation rooms, Reading rooms, Visitors lounge etc.

➔ **PG Hostel (Men & Women Separate)**

i) Number of hostels: 2
ii) Number of inmates: (204 Girls+ Boys 128)
iii) Facilities: Recreation rooms, Reading rooms, Visitors lounge, Mess Facility etc.

27. Students enrolled in the institution during the current academic year, with the following details:

Students	UG – MBBS & B.Sc.		PG– MD,MS, PG Diploma& M.Sc.		M.Ch/ DM		Integrated Masters		M.Phil. Ph.D.		Integrated Ph.D.	
	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the institution is located	25	41	11	23	-	-	-	-	3	4	1	1
From other states NRI students	78	64	22	19	-	-	-	-	-	-	-	-
Foreign Students	-	-	-	-	-	-	-	-	-	-	-	-
Total	*208*		*75*		-		-		*7*		*2*	

M – Male *F – Female

28. Health Professional Education Unit / Cell / Department

➔ **Year of establishment** of MEU in 1997. Upgraded as University Department of Medical Education (U-DOME), after the Establishment of the university.

➔ Number of continuing education programs conducted (with duration)

- **Induction** : 37 (Microteaching and all workshops) (one day program 8 hours duration)
- **Orientation** : 21 (I^{st}&II^{nd}MBBS + interns) (one day program 8 hours duration)

- **Refresher :** 1 MET (3 days - 8 hrs. per day)
- **Post Graduate** **:** 12 (PG orientation + Research methodology) (3 days - 8 hrs. per day)

29. Does the university offer Distance Education Programs (DEP)?

Yes ☐ No ☑

If yes, indicate the number of programs offered.

Are they recognized by the Distance Education Council?

30. Is the institution applying for Accreditation or Re-Assessment?

Accreditation ☑ Re-Assessment ☐

Cycle 1☐ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐

31. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4)

Cycle 4:……(dd/mm/yyyy), Accreditation outcome/Result ….....

Cycle 3: …… (dd/mm/yyyy), Accreditation outcome/Result ….....…

Cycle 2: …… (dd/mm/yyyy), Accreditation outcome/Result ….....…

Cycle 1**:** …… (dd/mm/yyyy), Accreditation outcome/Result

….....…

32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent /autonomous colleges under the university.

Not Applicable

33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC No:SDUAHER/ADMN/4971/2013-14 dated : 17.01.2014

AQAR (i) …… (dd/mm/yyyy)

(ii) …… (dd/mm/yyyy)

(iii) ……(dd/mm/yyyy)

(iv) ……(dd/mm/yyyy)

34. Any other relevant data, the institution would like to include (not exceeding one page)

Because of the pending case against the Deemed to be universities in the Hon'ble Supreme Court of India;

(1) NAAC accreditation did not take place despite our several requests and reminders.

(2) Our DSIR recognition is kept in abeyance which has affected the university badly resulting in the inability of the university to obtain research grant from external agencies.

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning, Design and Development

1.1.1 Does the institution have clearly stated goals and objectives for its educational program?

Yes, the university has clearly defined goals and objectives for its academic offerings and the same are translated into its curricular, co-curricular and extra-curricular activities.

The goals and objectives of the university are clearly reflected in the Vision and Mission statement of the university and go beyond the professional competencies and curricular aspects leading to award of Degrees and Diplomas in Health and Allied Sciences.

The goals and objectives of the university:

Goals:

- ➔ To prepare graduates to practice successfully in diverse public health conditions and to pursue advanced professional training,
- ➔ To conduct research that contributes to the identification, management and resolution of public health problems locally and globally,
- ➔ To encourage faculty and students to actively engage in service leadership activities,
- ➔ To improve the skill of the local public health work force so as to address regional issues.

Objectives:

- ➔ To provide need based infrastructural facilities to the students to become responsible professionals with social commitment and accountability,

- ➔ To implement innovative programs in teaching-learning and evaluation,
- ➔ To impart scientific and socio-cultural temperament among students to forge national identity and needs,
- ➔ To provide instructions and training in basic and advanced branches of learning,
- ➔ To provide facilities for research for advancement and dissemination of knowledge,
- ➔ To undertake extramural studies, consultancy, extension & outreach activities for the overall development of the society,
- ➔ To collaborate with other universities, institutions of excellence and research organisations within India and outside for the purpose of teaching, training & research.
- ➔ To undertake need based activities for the betterment of the society and educationally backward society.
- ➔ To develop scientific temperament and the spirit of enquiry among the faculty and the students through research activities.

1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

The institutional goals and objectives of the university forms inbuilt integral part of the academic offerings of the university.

In case of the programs under health sciences, the model curriculum developed by the Medical Council of India (MCI) is adopted and is suitably updated as per the emerging needs of the society and made contemporary.

In case of programs under the allied sciences, the curriculum is developed on the basis of emerging needs of the society in general and industry in particular, so that the outgoing graduates become employable.

The ongoing research projects funded by externally funding agencies and the university are in the thrust areas identified by the central funding agencies in health and allied sciences and are of innovative and in emerging areas.

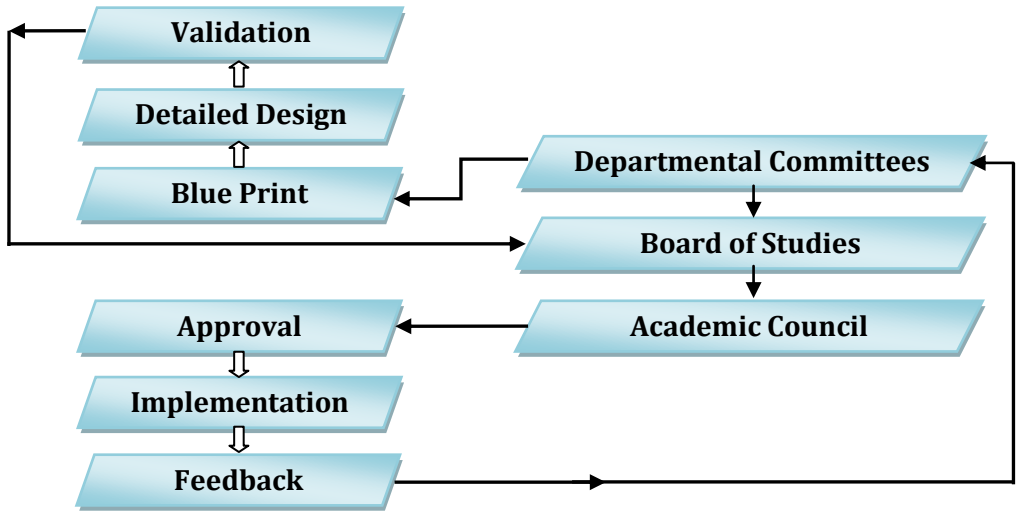
1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

The Institution Deemed to be University provides dynamism and flexibility and there is a scope for innovation and experimentation as such the process of curriculum design, development and revision is systematic and comprehensive.

In case of the programs under Health Sciences, the model curriculum prepared by the Medical Council of India is placed for consideration before the respective Departmental Committees. The Departmental Committees depending on the local and regional needs update the curriculum/syllabus and same is placed before the respective Board of Studies for its consideration and recommendations to the Academic Council. After, the due approval of the Academic Council the curriculum/syllabus is finally implemented.

At the end of year, feedback is obtained from the stakeholders and same is placed before the Departmental Committees. The Departmental Committees, wherever necessary update the same and again it is placed before the respective Board of Studies and finally Academic Council.

In case of the programs under allied sciences, the process of curriculum design and development is shown below:-



The process of curriculum design and development begins with need based assessment and then the Departmental Committees prepare the blue print and detailed design of the curriculum. Subsequently the same is validated by the external peers and then it is placed before the respective Board of Studies and Academic Council for their recommendations and approval and thereafter it is implemented.

At the end of the academic year, feedback is obtained from the stakeholders and to that extent curriculum/syllabus is updated.

The curriculum design and development process of the university is continuous and it is an ongoing process.

1.1.4 How does the curriculum design and development meet the following requirements?

* ***Community needs***
* ***Professional skills and competencies***
* ***Research in thrust / emerging areas***
* ***Innovation***
* ***Employability***

The community needs, professional skills and competencies, research in thrust areas or in emerging areas, innovations and employability

form the integral part of the design and development process of the curriculum. All these dimensions of the higher education are addressed while designing and developing the curriculum of all the academic offerings of the university.

➔ **Community needs:**

The university runs a 1050 bedded R. L. Jalappa Multispecialty Hospital which is equipped with state of art facilities that are required for the wellness of the people in and around Kolar. The hospital provides primary to tertiary level health care facilities. The Sponsoring Society has shouldered the responsibility of offering free treatment to all patients coming to hospital. All the health related welfare schemes of the state government are also available to the patients.

The Department of Community Medicine has identified the health related problems amongst the neighborhood communities such as water borne disease, occupational health problems, child and maternal problems, non-communicable disease, reproductive health and healthcare delivery and the patients are treated free of cost.

The university actively participates in implementation of all the schemes of the State. Health checkup camps are organized for all citizens including school children, etc.

Besides, the students actively participate in national health programs through N.S.S., Y.R.S. and various associations and clubs.

The Medical Education Department organizes professional development programs for the general practitioners.

➔ **Professional skills and competencies:**

The university has designed the curriculum with the objectives of achieving the goals of health profession by including important

aspects such as patient safety and patients' care, communication with patients, interpersonal skills, professionalism, professional ethics and clinical skills.

The curriculum developed provides adequate weight to pre-, para and clinical exercises, experiential learning and research methodology.

Formative and summative assessment evaluation of the students helps to assess the competencies and skills acquired by the students. The simulators and clinical skill laboratories are used for training, which enhance their hands on skills.

In order to ensure overall development of the students, the subjects like Yoga, Environmental sciences, Disaster management and Self-development are included in the curriculum. The lectures on Professional ethics, Consumer Redressal Act, Value education, etc. are also organised.

➔ **Research in thrust/emerging areas:**

As a partial fulfilment the curriculum post-graduate and research students are required to submit the thesis and also publish minimum two research papers. Students are required to participate in seminars, workshops, discussions, etc. The university provides seed money to the students to attend conferences and present their research work.

➔ **Innovations:**

The university has adopted innovative methods for designing and development of curriculum. In case of the programs under Allied Sciences, need assessment is carried out and then conceptual design of the curriculum is prepared. Thereafter, the detailed design and development of the curriculum is done with the help of external peers.

The model curriculum of programs under health sciences is developed by the Medical Council of India by involving domain centric experts

from within India and outside. As such the global trends and innovations are reflected in the curriculum. The curriculum so developed is placed before the authorities of the university where it undergoes revision due the emerging needs of patients care.

The university has introduced innovative and need based programs in emerging areas such as post-graduate diploma in Genome Technology, post-graduate programs in Molecular Biology and Human Genetics, Master of Philosophy in Molecular Cell Biology and Medical Genetics and has developed the innovative curriculum.

➔ **Employability:**

The academic offerings of the university provide inbuilt higher degree employability to the students. The programs under health sciences provide cent percent employability by way of clinical training in the hospital, community based teaching during rotatory internship, and hands-on experience through simulators. Clinical skill laboratory provides them experiential learning.

The university has started innovative programs in emerging areas under allied health sciences which also has inbuilt higher degree employability.

1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

Yes, the university follows the guidelines of the Medical Council of India and University Grants Commission to the extent of 100 percent. However, due to the emerging trends in medical education, the university has updated the curriculum by adding newer topics (for eg. Yoga) and has also introduced new courses by way of foundation;

elective courses.

1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

Yes, the university interacts with industry, research bodies and civil society in the process of curriculum revision/updation. The university has collaboration with University of Minnesota (US) and Centre for Cellular and Molecular Biology, Hyderabad. These two collaborations have helped the university to revise the curriculum of Genome Technology, Molecular Biology and Human Genetics and Public Health.

The university, on the basis of interaction with civil society, has developed 'Poison Detection Centre' which is unique the facility in the state of Karnataka.

1.1.7 How are the global trends in health science education reflected in the curriculum?

The Medical Council of India, a body created by the Act of Parliament is responsible for maintaining the standard of health sciences education in India. The Medical Council of India design and develops the model curriculum by involving the experts from India and outside. The emerging issues such as Millennium Development Goals, global education of polio, AIDS, prevalence of non- communicable diseases are reflected in the curriculum.

Due to the rapid development in Information and Communication Technology, the diagnosis of diseases has become easier. Similarly, the new concepts of extensive use of ICT in teaching-learning process, web-based education, massive online open education, etc. have been reflected in the health science education and research.

1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.

Since the university is established under Sec 3 of UGC, Act 1956 and is unitary in nature, as such it has no authority to affiliate the colleges. Therefore, not applicable.

1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?

Yes, the university provides additional skills oriented programs to its students which are relevant to regional needs. Some of the initiatives taken by the university are as follows:

- ➔ Starting of course on "Kannada" as communication and writing skill.
- ➔ Establishment of 'Poison Detection Centre".
- ➔ 'Skill & Simulation Laboratories' for training the students for BSL and ALS.
- ➔ Introduction of Centre for Water borne diseases & fluorosis.

1.1.10 Explain the initiatives of the institution in the following areas:

- ***Behavioral and Social Science.***
- ***Medical Ethics / Bio Ethics / Nursing Ethics.***
- ***Practice Management towards curriculum and/or services.***
- ***Orientation to research.***
- ***Rehabilitation.***
- ***Ancient scriptural practices.***
- ***Health Economics.***
- ***Medico legal issues.***
- ***Enhancement of quality of services and consumer satisfaction***

The university has taken initiatives to address various aspects of health science education which are as below:

➔ **Behavioural and Social Science:**

Most of the students are drawn from all the states and represent various cross-sections of the society and, stay on the campus. As such, the university organises various activities on the campus and these include orientation programs to new students, personal and academic counselling, mentor system, yoga courses, N.S.S. and outreach activities, Lectures of spiritual leaders, etc. These activities help the students in bringing out changes in behaviour and inculcate social responsibilities and sense of accountability in students.

Students are also exposed to various subjects like sociology, environmental sciences, psychology, communication skill, etc. to bring about the social responsibility.

Medical Ethics / Bio Ethics / Nursing Ethics:

Medical and Bio-ethics form important dimensions of the health care profession. The university follows the ICMR guidelines for conducting research on human subjects and analysing biological samples.

The Central Ethics Committee is constituted as per the Schedule 'Y' of Indian Drug and Cosmetic Act, 1935. The Committee is recognised and registered with the Drug Controller General of India.

As per the guidelines issued by the Medical Council of India, medical ethics and bio-ethics form part of curriculum/syllabus of 1st MBBS.

➔ **Practice Management towards curriculum and/or services:**

The management of medical practice requires understanding of the health professionals, patients, para-medical staff and the

community.

Every year, the university publishes academic calendar which includes the systematic plan of implementation of the theory, practical's and hospital clinics. Seminars and workshops are organised to sensitise the students and faculty for practice management. Students are posted in various departments which help them to understand the patient care and develop leadership activities.

➔ **Orientation to research:**

To inculcate scientific temperament and to develop the spirit of enquiry among the faculty and students through various research activities is one of the objectives of the university. The curriculum of under-graduate and post-graduate programs has a research component.

Post-graduate and Research scholars are trained to undertake research by organising workshops on research methodology. The university provides seed money to the faculty and students to attend conferences/ seminars to present their research work. The university also provides funds for research projects and organise conferences, workshops/seminars at the national and international levels. These activities help the faculty to remain contemporary in their subjects.

➔ **Rehabilitation:**

Health Science sector is rapidly growing, but is facing various challenges at Local, Regional, National levels to meet global demands. Hence rehabilitation is the need of the hour both in Education and in Patient care components.

Educational Rehabilitation:

Learning disability: Slow learners are identified in each program, they are counseled by qualified counselors, special (reinforcement) classes are conducted during evening hours, special assignments are given and internal assessments are also conducted to rehabilitate the slow learners and bring them to main stream of the remaining students. High achievers are also identified in each program and advanced training is offered to them and they are encouraged to participate in Quiz competitions and Research activities etc. The University has started a Master's Program in Public Health for rehabilitation of community at large.

Patient Rehabilitation component:

The teaching hospital of the University has a full-fledged Department of Physiotherapy which looks after the Rehabilitative requirements of Trauma, Orthopedic and Post-operative patients. The teaching Hospital also has a Rehabilitation centre for aged patients. The integrated counseling and testing centre [ICTC] for patients infected with HIV, patients requiring Orthopedic and Dental artificial prosthesis have also been established. Community Medicine, Pediatrics and Medicine departments in association with 'Spastic Society of Karnataka' conduct weekly program on rehabilitation of cerebral palsy, polio and autism patients. The University also organizes weekly OPDs and frequent Mega Health Camps at K.G.F. and Bangarpet for rehabilitation of Gold Mine workers over there. Training of Teachers (TOT) program: University Department of Medical Education regularly conducts TOT programs for the newly inducted or recruited staff in association with M.C.I. recognized Regional Centre of Medical Education at St. John's Medical College, Bangalore.

➔ **Ancient scriptural practices:**

In India, Indian system of Medicine follows ancient scriptural practice. The university has established Department of 'Integrative Medicine' to promote Ayush programs. Post-graduate diploma in Yoga is started under the faculty of allied health sciences. University has organised 'Samanvaya' national conference on Integrated Medicine which has helped to create a platform to bring together all disciplines like Ayurveda, Sidda, Unani, Homeopathy and Naturopathy. Texts on Ayurveda have been added in library.

➔ **Health Economics:**

Health economics is a branch of economics concerned with issues related to efficiency, effectiveness, values and behaviour in the production and consumption of health and healthcare. In view of this, the university has introduced component on health economics in the syllabus of Pharmacology and Community Medicine.

Due to the communicable and non-communicable diseases, the cost of the medical treatment is becoming beyond the capacity of common patients. Therefore, the Sponsoring Society has declared free treatment to all the patients getting admitted to its teaching hospital. Establishment expenditure of the hospital and college is minimised by optimal use of infrastructure and manpower.

➔ **Medico legal issues.**

Medical profession is covered under Consumer Redressal Act and various legal issues are also involved in the patients treatment and working of hospitals. The Department of Forensic Medicine conducts post-mortem examination on Medico-Legal Cases (MLC) and the department also has well developed museum on medico-

legal issues. The university has also established 'Poison Detection Centre' which helps the students to know type of poison testing procedure and treatment protocols in case of poisoning.

University has initiated the process of signing MoU with Forensic Science Laboratory, Bangalore for training and research. Lectures on Consumer Redressal Law are organised for the benefit of the faculty and students. CMEs are conducted by inviting experts from medico legal experts, advocates, senior police officers and retired judges.

➔ **Enhancement of quality of services and consumer satisfaction:**

For the university, there are two major stakeholders namely students and patients. Their satisfaction mainly depends on the quality of the services offered to them.

The Department of Community Medicine and Medical Education Department are continuously in touch with the neighbourhood communities and obtain their feedback on the health care services offered by the university hospital. The Medical Social Workers are also deployed for this purpose. The feedback obtained from the patients and their relatives is continuously analysed and outcome is used to enhance the quality of services.

The complaint/suggestion boxes are also kept at various places which also help to improve the quality of service offered by the hospital.

Periodically the Vice Chancellor interacts with students and obtains their feedbacks for future improvisation.

The student is another important stakeholder-consumer of university. At the end of academic year, feedback is obtained from

them in a structured format on the teaching, curriculum, library, hostel facilities and other infrastructural facilities.

The feedback obtained is analysed and outcome is used to improve the quality of the services offered to them.

The IQAC at the university and Departmental levels also monitor the various services offered to students.

1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?

Evidence based medicine (EBM) is the optimal integration of clinical expertise with best available research evidence, and the patients values. The university gives emphasis on development of required skills, adequate knowledge and appropriate attitude to practice evidence based medicine and clinical guidelines required to be adopted. University has introduced EBM in the PG Curriculum and all clinical departments conduct Journal clubs / EBM sessions in the digital library as per separate time table prepared by Central Library.

The University organizes seminars and hands on training/ workshops on evidence based medicine for the benefit of faculty and students to orient them to use evidence based medicine in day to day practice. Besides, regular monthly meetings of morbidity and mortality are conducted to analyze standard of patient care given, treatment procedures followed and for the update of recent advances in treatment protocol.

Daily clinical audits are conducted by various departments to know the daily clinical status of patients and planning of individual evidence based care. Besides, treatment protocols and SOPs are displayed at the strategic places for better management of patients' care. Wi-Fi facility

and internet accessibility is available in multiple places in the hospital, so that evidence based patient care is facilitated.

In addition Central Library has a digital library with 40 portals Wi-Fi facility and internet through 1 GBPS connectivity (NMEICT network) and large collection of e-books, e-journals, CD-ROMs which keep the faculty update in their subjects.

1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?

Value addition programs help the students to remain contemporary in their disciplines. The university during past four years has started new programs such as certificate course in Blood Banking Technology, Phlebotomy, Cyto-technology, application technology in hospital environment which provides opportunities to acquire additional knowledge and skills during the internship program of graduates of allied health sciences.

Besides, the university has introduced Bioinformatics, Hands on training on pain management, animation and, computer assisted learning and computer assisted instructions, cell culture techniques as elective for under-graduate students.

The Centre for Clinical Skill and Simulation offers hands on training on suturing techniques for interns. BLS and ACLS have been added as a mandatory course for interns. The post-graduate diploma in yoga helps to keep them mentally and physically fit. The university is in the process of establishing a separate Department of Integrative Medicine.

1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?

* ***Vertical and horizontal integration of subjects taught.***
* ***Integration of subjects taught with their clinical application.***
* ***Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.***

➔ **Vertical and horizontal integration of subjects taught.**

The current trend of integrated approach in medical education as advocated by MCI is a radical move from traditional curriculum that has been practiced for many years.

The university encourages vertical and horizontal learning at both UG level and also at PG levels. There is a close co-ordination amongst the departments, and inter departmental / inter disciplinary teaching sessions involving multiple departments are regularly conducted. The undergraduate students, during their 1st year itself are posted at PHC for community based learning.

➔ **Integration of subjects taught with their clinical application.**

The university encourages conducting of inter-departmental programs on regular basis for Interacting clinical case discussions, Symposia, Clinico-Pathological Conferences (CPC), Seminars for under-graduate and post-graduate students in areas of clinical applications round the year.

The University regularly conducts health camps in the rural areas by involving post-graduate students, interns and faculty for effective delivery of health care to the poor patients which helps in integrated clinical applications and management of different cases in the rural area.

➔ **Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.**

The university has initiated holistic approach of the patient care in the hospital by integrating the services of yoga, physiotherapy and experts from alternative medicine like Ayurveda, Homeopathy.

To sustain these activities, the university has already established the Department of Integrative Medicine.

1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

The curriculum design and development, teaching-learning process in the university provide high quality medical education and is compatible with the goals and objectives of the university Components of community medicine, public health and clinical training is given special emphasis. Rotatory internship and placement of the post-graduate students ensure the proper training. Under-graduate and post-graduate students actively participate in clinical case discussions which help in good clinical practice.

The students participate in various awareness programs on special days like no tobacco day, AIDS prevention days, doctor's day, diabetic day, eye and organ donation and blood donation camps. Implementation of national health programs and governmental schemes by the hospital benefits the neighborhood communities. Totally 'free for all' philosophy of the teaching hospital has established better interface and compatibility with the community.

Medical Education Department organizes professional training programs for the practitioners working in the government hospitals and general practitioners.

Similarly, CMEs, conferences, seminars, etc. organized by other Departments help in updating the professional competencies of the faculty and also of the participating general practitioners and doctors working in government hospitals.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

* ***Programs offered on campus***
* ***Overseas programs offered on campus***
* ***Programs available for colleges/students to choose from***

➔ **Programs offered on campus**

The university offers variety of programs from certificate to research degree level under the Faculty of Medicine and Faculty of Allied Health Sciences.

The details of the programs offered on the campus are as below:

Sr. No.	Faculty of Medicine	Duration
Under-graduate Programs		
1.	M.B.B.S. (including internship)	5½ years
Post-graduate Programs		
2.	MD (Anatomy)	3years
3.	MD (Physiology)	3 years
4.	MD (Biochemistry)	3years
5.	MD (Pathology)	3 years
6.	MD (Forensic Medicine)	3 years
7.	MD (Pharmacology)	3 years
8.	MD (Microbiology)	3 years
9.	MD (Community Medicine)	3 years
10.	MD (General Medicine)	3 years
11.	MS (Surgery)	3 years
12.	MS (OBG)	3 years
13.	MS (ENT)	3 years
14.	MS (Ophthalmology)	3 years

15.	MS (Orthopedics)	3years
16.	MD (Anaesthesia)	3 years
17.	MD (Radio-diagnosis)	3 years
18.	MD Paediatrics	3 years
19.	MD Dermatology	3 years
Post-graduate Diploma Programs		
20.	Diploma in Ophthalmology	2 years
21.	Diploma in ENT	2 years
22.	Diploma in OBG	2 years
23.	Diploma in Orthopedics	2 years
24.	Diploma Anaesthesia	2 years
25.	Diploma in Radio-diagnosis	2 years
26.	Diploma in DVD	2 years
27.	Diploma in Child Health	2 years
Fellowship Programs		
28.	Head & Neck Surgical Oncology	1 year
Ph.D. Programs		
29.	Ph.D. (Physiology)	3 years
30.	Ph.D. (Biochemistry)	3 years
31.	Ph.D. (Microbiology)	3 years
32.	Ph.D. (Pathology)	3 years
33.	Ph.D. (ENT)	3 years
34.	Ph.D. (Radio-diagnosis)	3 years
35.	Ph.D. (Medical Education)	3 years
36.	Ph.D. Nursing (Interdisciplinary Subjects)	
37.	Ph.D. Physiotherapy (Interdisciplinary Subjects)	
38.	Ph.D. Clinical medicine (Interdisciplinary Subjects)	3 years
Sr. No.	**Faculty of Allied Health Sciences**	**Duration**
Under-graduate Programs		
39.	B.Sc. in Medical Laboratory Technology	3 years
40.	B.Sc. in Imaging Technology	3 years
41.	B.Sc. in Operation Theater Technology	3 years
42.	B.Sc. in Ophthalmic Technology	3 years
43.	B.Sc. in Renal Dialysis Technology	3 years
Post-graduate Programs		
44.	M.Sc. in Molecular Biology and Human Genetics [M.Sc. MB&HG]	2 years

45.	M.Sc. (MLT) Clinical Bio-chemistry,	2 years
46.	M.Sc.(MLT) Clinical Microbiology & Immunology	2 years
47.	M.Sc.(MLT) Clinical Hematology and Blood transfusion	2 years
48.	Master's in Public Health [MPH]	2 years
49.	M.Sc. in Health Science Library and Informatics	2 years
Post-graduate Diploma Programs		
50.	Diploma in Genomic Technology [PGDGT]	1 year
51.	Diploma in Yoga Practice [PGDYP]	1 year
Certificate Programs		
52.	Application Technology in Hospital Environment	1 year
53.	Phlebotomy Technology	1 year
54.	Blood Bank Technology	1 year
M.Phil. Programs		
55.	M.Phil. (Molecular Cell Biology and Medical Genetics	2 years
Ph.D. Programs		
56.	Ph.D. (Cytogenetics and Molecular Genetics)	3 years

➔ **Overseas programs offered on campus :**

Presently, the university does not offer any overseas programs on the campus.

➔ **Programs available for colleges/students to choose from:**

All the programs are available for the students. Students are free to choose any of the programs subject to the eligibility criteria prescribed by the university.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core options

b. Elective options

c. Bridge course

d. Enrichment courses

e. Credit accumulation and transfer facility

f. Courses offered in modular form

g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions

h. Twinning programs

i. Dual degree programs

As regards to Sr. No. **a, b, c and e**, the university offers programs under Health Sciences and Allied Health Sciences. For the programs under the Health Sciences, Medical Council of India does not permit for provide for core options, elective options, bridge course, credit accumulation and transfer of credit facility. However, programs under Allied Health Sciences provide for elective options and not core options and bridge course.

From current academic year 2015-16, the university has introduced credit system for the programs under Allied Health Sciences.

d. Enrichment courses:

Enrichment courses are available for the students under both Health Sciences and Allied Health Science faculty. Under Health Sciences, university offers fellowships, diplomas and certificate courses in Small Incision Cataract Surgery training programs for post-graduate (SICS-PG), Cardio Pulmonary and Cerebral Resuscitation (CPCR).

Under Allied Health Sciences, the university offers four enrichment courses in Application Technology in Hospital Environment, Phlebotomy, Blood Banking Technology and Cardiopulmonary Resuscitation programs. The Department of ICT provides computer and internet literacy programs round the year for all staff and students.

f. Courses offered in modular form:

All programs offered by the university are in modular form.

g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions :

The University provides for lateral and vertical mobility within interdisciplinary and intra institution modes only. Those who pass M.B.B.S. program of the university may take admission for post-graduate diploma, post-graduate degree, fellowship and research degree by way of vertical mobility.

Similarly, for UG and PG programs under Allied Health Sciences faculty, the university provides, Master of Philosophy and research degree programs by way of vertical mobility. Any medical graduate may also take the admission for post-graduate, Master of Philosophy and research degree programs under Allied Health Sciences.

h. Twinning programs:

Presently, the university does not provide for any twinning programs. However, due to the introduction of Credit System under Allied Health Sciences, the university may explore the possibilities of twinning programs with overseas universities or in that case with any Indian universities.

i. Dual degree programs:

Presently, the university does not provide facility of dual degree but as per the University Grants Commission Guidelines, students of the university simultaneously may take admission to Open

University program or any other programs through Massive Online Open Course (MOOC) Mode.

1.2.3 Does the institution have an explicit policy and strategy for attracting students from

* ***other states,***
* ***socially and financially backward sections,***
* ***International students?***

Yes, the university does have an explicit policy and strategy for attracting students from other states, socially and financially backward section and international students.

Admissions to all the academic programs of the university are based on the inter-se merit of the candidates in the All India Common Entrance. The university follows the social justice policy of the State for the admission.

There are 44% of total students admitted through general quota on the basis of merit and 13%, 6% and 22% seats are reserved for the students belonging to Scheduled Caste, Scheduled Tribe and other backward classes. Admissions to these categories of the students are also based on the merit among themselves. 15% seats are reserved for the NRI/Overseas/PIO students.

1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

Yes, the university itself is self-financing and does not get any development grants from the State. All the programs offered by the university are self-financing. The details of self-financing programs offered by the university are as below:

Sr. No.	Faculty of Medicine	Duration
	Under-graduate Programs	
1.	M.B.B.S. (including internship)	5½ years
	Post-graduate Programs	
2.	MD (Anatomy)	3years
3.	MD (Physiology)	3 years
4.	MD (Biochemistry)	3years
5.	MD (Pathology)	3 years
6.	MD (Forensic Medicine)	3 years
7.	MD (Pharmacology)	3 years
8.	MD (Microbiology)	3 years
9.	MD (Community Medicine)	3 years
10.	MD (General Medicine)	3 years
11.	MS (Surgery)	3 years
12.	MS (OBG)	3 years
13.	MS (ENT)	3 years
14.	MS (Ophthalmology)	3 years
15.	MS (Orthopedics)	3years
16.	MD (Anaesthesia)	3 years
17.	MD (Radio-diagnosis)	3 years
18.	MD Paediatrics	3 years
19.	MD Dermatology	3 years
	Post-graduate Diploma Programs	
20.	Diploma in Ophthalmology	2 years
21.	Diploma in ENT	2 years
22.	Diploma in OBG	2 years
23.	Diploma in Orthopedics	2 years
24.	Diploma Anaesthesia	2 years
25.	Diploma in Radio-diagnosis	2 years
26.	Diploma in DVD	2 years
27.	Diploma in Child Health	2 years
	Fellowship Programs	
28.	Head & Neck Surgical Oncology	1 year
	Ph.D. Programs	
29.	Ph.D. (Physiology)	3 years
30.	Ph.D. (Biochemistry)	3 years
31.	Ph.D. (Microbiology)	3 years
32.	Ph.D. (Pathology)	3 years
33.	Ph.D. (ENT)	3 years
34.	Ph.D. (Radio-diagnosis)	3 years
35.	Ph.D. (Medical Education)	3 years

36.	Ph.D. Nursing (Interdisciplinary Subjects)	
37.	Ph.D. Physiotherapy (Interdisciplinary Subjects)	
38.	Ph.D. Clinical medicine (Interdisciplinary Subjects)	3 years
Sr. No.	**Faculty of Allied Health Sciences**	**Duration**
Under-graduate Programs		
39.	B.Sc. in Medical Laboratory Technology	3 years
40.	B.Sc. in Imaging Technology	3 years
41.	B.Sc. in Operation Theater Technology	3 years
42.	B.Sc. in Ophthalmic Technology	3 years
43.	B.Sc. in Renal Dialysis Technology	3 years
Post-graduate Programs		
44.	M.Sc. in Molecular Biology and Human Genetics [M.Sc. MB&HG]	2 years
45.	M.Sc. (MLT) Clinical Bio-chemistry,	2 years
46.	M.Sc.(MLT) Clinical Microbiology & Immunology	2 years
47.	M.Sc.(MLT) Clinical Hematology and Blood transfusion	2 years
48.	Master's in Public Health [MPH]	2 years
49.	M.Sc. in Health Science Library and Informatics	2 years
Post-graduate Diploma Programs		
50.	Diploma in Genomic Technology [PGDGT]	1 year
51.	Diploma in Yoga Practice [PGDYP]	1 year
Certificate Programs		
52.	Application Technology in Hospital Environment	1 year
53.	Phlebotomy Technology	1 year
54.	Blood Bank Technology	1 year
M.Phil. Programs		
55.	M.Phil. (Molecular Cell Biology and Medical Genetics	2 years
Ph.D. Programs		
56.	Ph.D. (Cytogenetics and Molecular Genetics)	3 years

➔ **Admission:**

Admission to all the academic offerings of the university are based

on the inter-se merit of the candidates in All India Common Entrance Test conducted at various places across the country. Admission notification is widely published in leading news papers at the national levels and same is posted on the University website. Human intervention is minimized in the conduct of Entrance Examination by the use of technology and same has brought objectivity and transparency in the process of admission.

➔ **Fee Structure:**

As per the Hon'ble Supreme Court Judgment, Oct. 2002, in case of TMA Foundation Vs State of Karnataka and subsequent judgments delivered by the Hon'ble Supreme Court, the Fee Fixation Committee is constituted under the chairmanship of the retired High Court Judge. The Committee, on the basis of the expenditure of last three years and trends in the three succeeding years recommends the tuition and other fees for all the programs. Tuition and other fees recommended by the Committee is valid for three years and recovered prospectively from the fresh students.

➔ **Qualifications and Pay Scales of the faculty:**

The qualifications and Pay Scales for the various categories of the faculty is as per the UGC Regulations and MCI norms.

1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?

The Medical Council of India does not provide either for Choice Based Credit System (CBCS) or Credit System for the programs under its domain. However, the university has introduced Credit System for the programs under Allied Health Sciences from current academic

year and will also introduce Choice Based Credit System for these programs from next academic year.

The University has recently organized a National Workshop on Credit Based Education and Continuous Assessment in Health Sciences, with the participation of more than 15 health / medical universities. The proceedings of the same are submitted to the UGC in the form of a booklet.

Since the university is established under Sec. 3 of the UGC Act, 1956, it has no authority to affiliate the colleges.

1.2.6 What percentage of programs offered by the institution follow:

* ***Annual system***
* ***Semester system***
* ***Trimester system***

66% of the programs offered by the university follows annual system of students evaluation and 34% programs follow semester system. University has not introduced trimester system.

All programs under Faculty of Medicine are on annual system and those under Faculty of Allied Health Science are on semester system.

1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.

Yes, the university promotes inter-disciplinary programs.

The university has started inter-disciplinary programs namely Ph.D. and Master of Public Health and Master of Science in Health Science, Library and Informatics. These programs are innovative and are in emerging areas and provide job opportunities to the students.

1.2.8 What programs are offered for practicing health professionals for

skills training and career advancement?

The university conducts training programs to the practicing health professionals working in public and private sector for skill training and to enhance their professional competencies. CMEs and Hands on Training workshops are also conducted for the practicing professionals.

The fellowships, Master of Philosophy and research degree programs are for the career advancement of the faculty.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The model curriculum of the programs under Faculty of Medicine is prepared by the Medical Council of India and same is adopted by the university. The curriculum is updated by the respective Board of Studies by adding newer topics considering the changing or emerging needs of the society and is made socially relevant and contemporary.

In case of programs under the Medical Council of India, major revision takes place once in a three years and minor revision takes place depending on the needs every year. In case of programs under Faculty of Allied Health Sciences, major revision takes place once in three years and minor revision, once every year.

1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.

* ***multi/inter-disciplinary***
* ***programs in emerging areas***

During last four years, the university has introduced in all 27 programs at under-graduate, post-graduate, certificate and research degree levels under Faculty of Medicine and Faculty of Allied Health Sciences. Some of the programs under Faculty of Allied Health Sciences are innovative and in emerging areas.

The details of the programs introduced during last four years under both the faculties are as below:

Sr. No.	Faculty of Medicine	Duration
Post-graduate Programs		
1.	MD (Anatomy)	3 years
2.	MD (Forensic Medicine)	3 years
Fellowships Programs		
3.	Head & Neck Surgical Oncology	1 year
Ph.D. Programs		
4.	Ph.D. (Physiology)	3 years
5.	Ph.D. (Biochemistry)	3 years
6.	Ph.D. (Microbiology)	3 years
7.	Ph.D. (Pathology)	3 years
8.	Ph.D. (ENT)	3 years
9.	Ph.D. (Radio-diagnosis)	3 years
10.	Ph.D. (Medical Education)	3 years
11.	Ph.D. Nursing (Interdisciplinary Subjects)	3 years
12.	Ph.D. Physiotherapy (Interdisciplinary Subjects)	3 years
13.	Ph.D. Clinical medicine (Interdisciplinary Subjects)	3 years
Sr. No.	**Faculty of Allied Health Sciences**	**Duration**
Under-graduate Programs		
14.	B.Sc. in Medical Laboratory Technology	3 years
15.	B.Sc. in Imaging Technology	3 years
16.	B.Sc. in Operation Theater Technology	3 years
17.	B.Sc. in Ophthalmic Technology	3 years
18.	B.Sc. in Renal Dialysis Technology	3 years
Post-graduate Programs		
19.	M.Sc. in Molecular Biology and Human Genetics [M.Sc. MB&HG]	2 years
20.	M.Sc. (MLT) Clinical Bio-chemistry,	2 years
21.	M.Sc. (MLT) Clinical Microbiology & Immunology	2 years

22.	M.Sc. (MLT) Clinical Hematology and Blood transfusion	2 years
23.	Master's in Public Health [MPH]	2 years
24.	M.Sc. Health Science Library and Information Studies	2 years
Post-graduate Diploma Programs		
25.	Diploma in Genomic Technology [PGDGT]	1 year
26.	Diploma in Yoga Practice [PGDYP]	1 year
Certificate Programs		
27.	Application Technology in Hospital Environment	1 year
28.	Phlebotomy Technology	1 year
29.	Blood Bank Technology	1 year
M.Phil. Programs		
30.	M.Phil. (Molecular Cell Biology and Medical Genetics)	2 years
Ph.D. Programs		
31.	Ph.D. (Cytogenetic and Molecular Genetics)	3 years

1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?

The university follows systematic approach while revising curriculum of the existing programs. Normally, revision of curriculum or syllabus is based on the emerging or changing needs of the society and feedback obtained from the stakeholders.

The feedback mechanism of the university is comprehensive. At the end of the year feedback is obtained from the students, faculty involved in transacting the curriculum or syllabus, academic peers, visiting the university for evaluation, conferences/workshops and from the employees wherever applicable.

The feedback so obtained is analyzed by using appropriate software and outcome is placed before the respective Departmental

Committees. Departmental Committees, after due diligence recommend the same to their Board of Studies and finally placed before the Academic Council for its approval.

During last four years, more than 30% courses underwent the syllabus revision.

1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?

The value-added courses are introduced in the university system to bridge the gap between what is acquired in the classroom and what is required by the industry and/or society. Technology is rapidly changing and there is growing demands for employable graduates. In view of this, the university has introduced variety of value addition courses at certificate and diploma level.

The value-added courses introduced by the university at the certificate level are Blood Banking Technology, Phlebotomy, Application Technology, post-graduate Diploma in Yoga and Fellowship programs in Head and Neck Surgical Oncology. These value-added courses have been introduced on the basis of needs of society and demands from the students. Notification of admission to these courses is given wide publicity and all the deserving students have the access to these courses subject to availability of the seats.

1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?

National Health Programs such as AIDS control, cancer control, BASLE, Immunization program, prevention and control of non-communicable diseases, water borne diseases, women and child care, etc. form a part of curriculum both at under-graduate and post-

graduate levels and the relevant skills are taught to the students.

Post-graduate and under-graduate students are trained in the skill and simulation laboratories. They are also trained in public health laboratory in Department of Community Medicine to predicate and control the diseases indentified under National Health Programs. They are also posted PHU/PHC for clinical training involving diagnosis, treatment and prevention of these diseases. The NSS and YRS units also organize awareness rallies to sensitize the neighborhood communities and so also health checkup camps.

Thus the university compliments and supplements the State functions related to National Health Policy.

1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?

The university is located on 75 acres of eco-friendly and plastic/tobacco free sprawling campus which provides serene environment to pursue their studies and training.

Introduction of Yoga programs, inter-departmental sports and cultural test, participation in social and outreach activities through N.S.S. and YRS addresses their overall personality development.

University has been organizing National Integration Camps of NSS, sponsored by the state, consecutively for the last 3 years, wherein students from Universities across the country participate.

Organization of lectures of spiritual leaders, personal and academic counseling, mentorship programs and parent-teacher interaction helps to address their mental, emotional and spiritual wellbeing.

The university has provided all the necessary infrastructural facilities

that are required for meaningful environment.

1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?

Yes, the curriculum prescribed for under-graduate and post-graduate programs provide for adequate emphasis on the patient safety, confidentiality, rights and education. Orientation courses include topics on professional ethics, ethical clinical practice, patients safety and their rights. The orientation programs are organized for the benefit of under-graduate students, house surgeons, post-graduate students and faculty. Such orientation programs benefits them immensely and reinforce ethical values, patient's safety and confidentiality in research and clinical practice.

To ensure patients' safety and rights, all surgical procedures are done by the students under the supervision of the senior faculty. Standard treatment protocols and operative procedure are followed to ensure patients safety and their rights.

Ethical Committee supervises the various research activities which also ensure patients' safety and their rights and education. Medical record section is responsible for the confidentiality of the treatment given to the patients.

1.3.8 Does the curriculum cover additional value systems?

Yes, the curriculum prescribed by the Medical Council of India and adopted by the University for its various Academic Offerings covers additional value system.

The curriculum of under-graduate and post-graduate programs provides inbuilt component of value system by incorporating social, moral and ethical values. Introduction of component on environment

helps to create awareness of the same.

Introduction of component on Constitution of India as a part of curriculum creates awareness on their social and civil responsibilities. Participation in N.S.S. and YRS activities brings behavioral changes in the attitude of the students and inculcates civic and social responsibilities.

Participation in "Swachha Bharat Abhiyan", "Digital India", "Make in India" and "Skill India", "flagship programs" help them to contribute in nation building activities.

1.4 Feedback System

1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, the university has a well structured mechanism to obtain feedback from the students on curriculum design and development.

The university has prepared comprehensive and well structured format for obtaining the feedback on curriculum design and development. At the end of academic year, all students are required to fill up this form and submit to the Department concerned. The concerned Department analyzes the feedback by using appropriate software and outcome is placed before the Departmental Committee.

The Departmental Committee, after due diligence, make their recommendations to the Boards of Studies and syllabus is updated to that extent and finally the recommendations of Board of Studies are placed before the Academic Council and revised syllabus is finally implemented.

1.4.2 Does the institution elicit feedback on the curriculum from national

and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.

The curriculum design and development of under-graduate and post-graduate programs is done by the Medical Council of India by involving experts from within India and outside.

The curriculum of the programs under Allied Health Sciences is developed by the faculty and same is validated by the external experts.

University organizes workshops/seminars/conferences both at National and International level. The experts attending these conferences contribute to the enrichment of the curriculum.

External experts who are members of Departmental Committees, Boards of Studies and Academic Council also contribute in updating the curriculum.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.

The university is established under Sec. 3 of UGC Act, 1956, hence not applicable.

1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?

The university, based on the feedback obtained from the stakeholders, has undertaken extensive quality sustenance and quality enhancement measures in ensuring the effective development of curriculum of its academic offerings. Some of the initiatives undertaken by the university are:

- ➔ The syllabus of courses under Allied Health Sciences programs are revised and made socially relevant. The concept of writing goals and objectives and outcome of both for programs and courses is undertaken.
- ➔ The external peers have recommended that university should design and develop the outcome based curriculum for all the programs under Allied Health Sciences and move towards outcome based assessment in a phase manner. This exercise will be undertaken from next academic year 2016-17.
- ➔ Based on the feedback obtained from the stakeholders, the university has introduced value-added courses under both the faculties.
- ➔ The university has established separate curriculum development committee as per the recommendations of MCI to enhance the quality of curriculum.
- ➔ Workshops on curriculum design and development are organised to make the curriculum more relevant.
- ➔ More than 80% of teaching faculty are trained in Education Technology programs offered by University Department of Medical Education. 22 senior teachers are trained by NTTC of JIPMER, Pondicherry. Two faculty members are FAIMER fellows and have Ph.D. in Medical Education.

1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?

The university has developed format for obtaining the feedback from faculty, students, patients, parents, industry, hospital, employers, alumni, interns and other stakeholders.

At the end of every academic year, feedback is obtained from the stakeholders and same is analyzed. Outcome of the feedback obtained is placed before the respective officers, committees and/or university authorities.

Based on the outcome of the feedback, the university authorities have reviewed the various activities of the university. Some of them are:

- ➔ Construction of library building with state of art facilities and digital ICT laboratory.
- ➔ Creation of centrally air conditioned auditorium to host the conferences/seminars.
- ➔ Free for All policy of the hospital offers total free medical treatment to the population of Kolar and around.
- ➔ Collaboration with Narayana Hrudayalaya, Bangalore and M.S.Ramaiah Neuro Surgical Centre, Bangalore has provided tertiary health care facilities to the poor patients of the region.
- ➔ Hostel facilities have been augmented.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the institution ensure publicity and transparency in the admission process?

Admission to all the academic programs of the university is strictly on the basis of inter-se merit of the candidates in the 'All India Common Entrance Test' conducted by a third party the 'Educational Rating and Assessment (ERA) FOUNDATION' at various centers across the country.

Every year, before the commencement of academic year, the university issues the 'Admission Notification' in the leading newspapers both at state and national levels and also host the same on the websites of the university and ERA FOUNDATION ***viz;*** www.sdumc.ac.in and www.erafoundation.org respectively.

The prospectus is also made available to the students. The prospectus includes the details, on the date of last day of issue of application, prospectus, last day of receipt of completed application, list of centers, date and time of examination, date of declaration of results, eligibility criteria, dates of counseling, documents required at the time of counseling, syllabus for the Common Entrance Test, number of seats available under various categories, tuition and other fees, code of conduct to be observed during the examination, etc.

'ERA FOUNDATION'- a third party from Bangalore conducts the entrance test for twelve universities including our University. The conduct of Common Entrance Test by them includes identification of the centers, printing of question papers and assessment of answer booklets and preparation of the category-wise merit list.

ERA FOUNDATION, gives the carbon copy of their answer booklets of the students immediately after the Common Entrance Test is over and within the next one hour posts the answer key on their website and on the website of the university. Students have the facility of challenging the evaluation also. There is practically no human intervention in the conduct of Common Entrance Test since it is technology based.

Thus, conducting Common Entrance Test by third party, making available carbon copy to the candidates posting answer key on the website challenge evaluation, have brought objectivity and transparency in the entire process of conduct of Common Entrance Test.

The university conducts category-wise counseling on the stipulated dates and admits the students after validation of the documents. The university and ERA FOUNDATION use three layer securities to avoid the impersonation.

2.1.2 Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).

Admission to the under-graduate and post-graduate programs under Faculty of Medicine is strictly on the basis of inter-se merit of the students in the All India Common Entrance Test conducted by the ERA FOUNDATION, Bangalore and open counseling of the eligible candidates. The University invites application from the eligible candidates as declared by ERA Foundation, prepare a merit cum rank list based on the marks secured by the applicant in ERA entrance test.

Admission to the Ph.D. and M.Phil. programs of the university are based on the UGC (Minimum standards and procedures for award of M.Phil. and Ph.D. degree), Regulations 2009, amended and updated in 2010 and 2015.

Admission to the post-graduate programs under Allied Health Science Faculty is based on the inter-se merit in the Common Entrance Test conducted by the university.

Admission to other programs offered under Faculty of Allied Health is based on the merit and on the basis of marks obtained by the candidates in the qualifying examinations.

Entrance Tests for Medical Undergraduate and postgraduate courses are conducted by third party ERA FOUNDATION at the national level for 12 universities across the country.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

The university is established under Sec 3 of UGC Act, 1956 and has no authority to affiliate colleges, hence, not applicable.

2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes, the university has a mechanism to review its admission process and students profile on the annual basis.

Every year, after completion of the admissions to all the programs, the university undertakes systematic review of entire process which includes, review of question papers, difficulty level of each item,

number of students appeared, passed, admitted, demand ration, state-wise, gender-wise analysis of the students admitted and applied, socio-economic status of the students, etc.

The outcome of this exercise is used to improve the admission process, use of technology and conduct of Common Entrance Test for Medical programs by third party has brought objectivity and transparency in the procession of admission.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

* ***SC/ST***
* ***OBC***
* ***Women***
* ***Persons with varied disabilities***
* ***Economically weaker sections***
* ***Outstanding achievers in sports and other extracurricular activities***

The university follows the social justice policy of the Central Government for the admission to all its academic programs. Seat sharing between various sections of the society are as below:

General/Open category	: 44%
SC	: 13%
ST	: 06%
OBC	: 22%
NRI	: 15%
Women (overall)	: 33%

2.1.6 Number of students admitted in the institution in the last four academic years:

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	**4**	**6**	**7**	**9**	**10**	**10**	**13**	**7**
ST	**2**	**2**	**1**	**2**	**3**	**2**	**5**	**3**
OBC	**39**	**44**	**30**	**29**	**32**	**42**	**44**	**35**
General	**61**	**76**	**89**	**70**	**90**	**56**	**90**	**76**

2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes, the university has conducted the analysis of demand ratio for the various programs offered by the university. There is a positive trend of demand for programs offered by the the University.

Year	UG-MBBS	PG-MD/MS/Diploma
2011-2012	**1:7**	**1:14**
2012-2013	**1:13**	**1:16**
2013-2014	**1:25**	**1:16**
2014-2015	**1:14**	**1:17**
All Courses of Allied Health Sciences (B.Sc., M.Sc., M.Phil., Ph.D. PG Diploma) = **1:2**		

2.1.8 Were any programs discontinued/staggered by the institution in the last four years? If yes, specify the reasons.

No, the university has not discontinued and/or staggered any of its programs either because of the non-availability of the students or due to any other reasons.

2.2 Catering to Student Diversity

2.2.1 Does the institution organize orientation / induction program for freshers ? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, the university conducts induction programs for the fresh students which help them for smooth integration in to the system.

Two days Induction Program is organized for fresh students and their parents. Normally it begins with the address by the Vice-Chancellor's presentation followed by the introduction of university officials.

Thereafter, they are divided in three batches and taken to all the departments, library facility, sports and recreation facilities and hospital. They are also introduced to the booklet of 'Students code of conduct' of the University. During this visit, they are introduced to the faculty of the departments, explained the rules of the library. Evening Welcome Meet is organized for fresh students with faculty and senior students.

Next day, they are made aware through the series of lectures on academic, disciplinary rules, code of conducts, sexual harassment, ragging, women empowerment, welfare schemes available for the students, parent-teacher association and various NGO/associations.

The Induction Program helps the fresh students to know about their university life, to acclimatize to the new surroundings and also provide an opportunity for the university to meet the new members of the community.

2.2.2 Does the institution have a mechanism through which the "differential requirements of the student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Yes, the university has mechanism to know the differential needs/requirements of the students.

Admission is based on the All India Common Entrance Test. Majority students are from outside the Karnataka state and some are from outside India. To cater the diverse needs of these students, the university has taken some initiatives which are as below:-

- ➔ Special classes for Kannada language for communication and writing skills.
- ➔ Special classes for those who are weak in English.
- ➔ Special food as per their choice in the mess.
- ➔ Special requirements of students of different faith are enquired into and necessary arrangements are made.
- ➔ Those who are financially weak, scholarships and tuition fee concessions are provided.
- ➔ 'Earn while you Learn' scheme for the needy poor students.
- ➔ Hostel facility for NRI students.
- ➔ In view of the extreme climatic conditions, proper care is taken in the library.

2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?

After the commencement of the teaching, each departments conduct formative assessment of the students as per the academic calendar. The cumulative performance of the students is maintained by the departments. Based on their performance in the periodic tasks, students are identified as slow learners and advanced learners.

Slow Learners:

All attempts are made to bring slow learners on par with advanced learners. Some of them are:

- ➔ Academic performance is monitored in small batches by the mentor.
- ➔ Special classes, clinics, additional tutorials, home assignments are arranged for them.
- ➔ Individual academic and personal counselling is provided to them.
- ➔ Additional books are provided to them.

Advanced Learners:

Following strategies are adopted for sustaining/enhancing the progress of the advanced learners:

- ➔ They are encouraged to submit students' projects to ICMR and to attend the conferences/seminars.
- ➔ Tuition fee concessions/scholarships are awarded to them.
- ➔ Special coaching is provided for Postgraduate Entrance Examination.
- ➔ Encouraged for reverse teaching.

2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The university does not offer any bridge course, however, it offers remedial and add-on-courses.

➔ Remedial courses are offered for the slow learners, certificate course in Kannada as communication and writing skills for students from outside the Karnataka state. English classes are also offered for the needy students.

➔ Component of environmental studies, Constitution of India and medical ethics are taught at various levels.

➔ Add-on-courses, Post-doctoral fellowships program in Head and Neck Surgical Oncology, Certificate course in Application Technology in Hospital Environment, Phlebotomy and blood banking technology.

2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings?

The university has conducted a study on academic growth of students from disadvantaged sections of society and economically disadvantaged communities. There are no differentially - abled students enrolled.

The analysis of academic growth of the students from these communities shows positive trend. This is because of the special efforts taken by the faculty and includes remedial coaching, tutorials, home assignments, extra-lectures and practical classes.

2.2.6 Is there a provision to teach the local language to students from other states/countries?

Yes, the university teaches local language Kannada to the students from other states. Students, from outside the state are posted in the hospital where they are required to interact with the local patients. To facilitate communication in local language, the university has prepared booklet "Kannada as a Communication Skill" and is made available to all the students.

2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?

The university gives emphasis on the teaching of moral and ethical values and their responsibilities as dutiful citizen in the society.

Ethical values and professional ethics are taught during the foundation course and also subsequently during their community postings during first MBBS. Interns and post-graduate students are oriented to professional ethics and human values during the~~ir~~ orientation programs and also during their day to day work in the hospital. Lectures of spiritual leaders and professionals are organized on the topics related to moral, ethical and human values round the year.

Through NSS, YRC, Woman Empowerment Cell and various other associations, students participate in various social, extension and outreach activities where they learn their responsibilities towards the society. Some lectures on Constitution of India are also organized for the students through which they are sensitized about their constitutional responsibilities.

2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.

The university has introduced foundation course of one week duration for newly admitted 1st MBBS students to sensitize students about their role in national integration, Constitution of India, art culture, empathy, women's empowerment, etc. For the newly admitted Undergraduate and Postgraduate students of all programs, the University organizes Orientation program ranging from 1 – 2 days and all aforesaid issues are addressed. However, the university, in addition, also organizes number of activities to sensitize the students about these issues. Some of them are as below:

- ➔ Celebration of Republic and Independence Day, National Youth Day, Doctors Day, Dr.Ambedkar and Mahatma Gandhi Jayanti, Kannada Rajyotsava Day, National Unity Day, National Education Day, National Health Day and the like .
- ➔ N.S.S., Y.R.C. and other associations & clubs undertake yearlong activities related to social, extension and outreach.
- ➔ Majority of the students are from outside the state and all the students together celebrate cultural test where students from all the states participate.
- ➔ National Integration Camps are being organised every year where students from different states and universities participate.
- ➔ Annual cultural fests PLEXUS and SPANDANA are organised every year.
- ➔ The University organises health check-up camps for senior citizens, school students, and women. Blood donation camps are a regular feature of the university.

- ➔ All students participate in "Swachchha Bharat Abhiyan" and as per the mandate of MCI every week 2 hours are dedicated by all the departments.
- ➔ '**Centre for Women Studies'**: the University has women empowerment cell through which various activities related to women empowerment are organised.

2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?

Yes, the university has started diploma in Yoga and Yoda Day is celebrated every year. Students voluntarily practice yoga on day to day basis.

2.2.10 Has Yoga / Meditation / any other such techniques been practiced by students regularly as self-discipline?

Yes, the university has appointed full-time qualified yoga teacher and two yoga instructors to train students for yoga, meditation and other techniques of self-discipline. Yoga classes are regularly conducted in the morning hours in hospital premises. Places of worship on the campus also provide opportunity to practice faith and recitation of hymns for peace and tranquility.

All these efforts help the students to stay in a stress free environment.

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?

The university has appointed full-time and qualified Director of Physical Education and three full-time instructors and it also has multi-stage gymnasium with state of art facilities, lawn tennis court and badminton court. These facilities are being extensively used by the students and faculty.

The university provides free medical facility to the students, faculty and staff in the 1050 bedded multi-specialty university hospital. All students undergo a mandatory medical checkup every year.

2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?

Yes, the university caters to the needs of group of students or individuals who require special help. The university is located on a sprawling campus and in serene surrounding and almost more than 90% students stay on the campus.

Students admitted in the university come from all the states with diverse cultural background and as such their requirements are different.

The university has appointed trained staff to look after the needs of the students. Services of trained academic and personal counselor are available to the students.

Remedial coaching is available to the academically weak students. Special theory and practical classes are organized for them.

University has constituted a special NRI cell to cater to the special needs of overseas students.

2.3 Teaching-Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as

* ***academic calendar***
* ***master plan***

* ***teaching plan***
* ***rotation plan***
* ***course plan***
* ***unit plan***
* ***evaluation blue print***
* ***outpatient teaching***
* ***in-patient teaching***
* ***clinical teaching in other sites***
* ***teaching in the community***

Teaching-learning processes and evaluation of the learning outcome of the students are carefully planned and implemented and same is being monitored at the various levels by the Heads of the Departments, Dean of the Medical College and Vice-Chancellor.

➔ **Academic Calendar:**

Before commencement of academic year, the university prepares and publishes updated Academic Calendar viz 'Calendar of Events of the Year' which includes major events related to yearlong Curricular, Co-curricular and Extra-curricular activities. More precisely, it includes the dates of various tests, examinations to be conducted, holidays, cultural and extension activities, winter and summer holidays, dates of the meetings of various authorities and bodies of the university, list of the officers of the university, information about the various committees and their coordinators. The academic calendar**?** is distributed to the faculty and students. This academic calendar helps the faculty to prepare the master plan for the teaching their courses and organize themselves well in time.

➔ **Master Plan:**

Master plan of teaching-learning and evaluation is prepared by each Head of the Department in consultation with his colleagues which contains detailed plan of teaching for various courses at the undergraduate and postgraduate levels, dates of internal assessment, mid-semester, semester end examination, clinics, practical classes etc. This plan is prepared on the basis of Academic Calendar. Master Plans of the Departments are submitted to the Dean after the same is discussed and finalized by Head of the Department for rigorous implementation throughout the academic year.

➔ **Teaching Plan:**

Based on Academic Calendar and Master Plan, faculty prepares their weekly teaching plan of theory /practical/clinics and conducts various tests. Every faculty maintains the ~~record~~ diary of his/her teaching plan. The teaching plan prepared by the faculty is finalized in the meeting of the Departmental Committee. Teaching plan is again rigorously implemented and is monitored by concerned Head of the Department and the Dean and progress report is submitted through the minutes of monthly faculty development meetings to the Vice-Chancellor's Secretariat for information.

➔ **Rotation Plan :**

Rotation plan of the Undergraduate and Postgraduate students, Interns is planned in accordance with guidelines issued by the Medical Council of India.

The Heads of the Clinical Departments prepare the rotation plans before the commencement of academic year and are submitted to the Dean. The rotation plan of the interns is prepared by the Dean

and the Head of the Community Medicine Department. Rotation plan is monitored by the respective departments. The students/interns are required to maintain the record of their rotation plan which is being monitored by the Head of the Department and the Dean.

➔ **Course Plan:**

Each faculty prepares his course plan which includes lecture-wise course content to be taught practical/clinics conducted evaluation schedule, etc. Course coordinator / instructor i.e. the faculty has to manage his/her teaching load as per the academic calendar.

➔ **Unit Plan :**

Syllabus of the course is unitized i.e. each course consists of units. Concerned teacher, depending on the overall weights assigned to the units decide number lectures/practical/clinics. He has full freedom to adopt his own pedagogy.

➔ **Evaluation Blue Print :**

Dean along with Controller of Examinations, in consultation with the faculty, prepares a blue print of various tests to be conducted in an academic year. The blue print includes total marks allotted to the questions to be set on each unit, types of questions on each unit i.e. objective, small questions/long questions and weights assigned to them.

➔ **Outpatient / In-Patient Teaching:**

The Heads of the Clinical Departments prepare the detailed time table of the clinical postings and outpatients and inpatients teaching. Students in small batches are required to work in

outpatient Department and also inpatient Department for bedside teaching. Post-graduate students are required to work in shifts and attend emergency calls of their units.

➔ **Clinical teaching In other sites :**

Besides classroom teaching in the OPD and IPD, Interns and Postgraduate students are also posted in PHC and UHC where they are also taught the various aspects of diagnosis of the diseases. They also attend various health check-up camps organized for the school children, senior citizens and women. They get the opportunity to learn hands on experience in skill laboratory and with the simulators. Post-graduate students are also posted in some specialized hospitals and laboratories where they get their domain centric teaching and experience.

➔ **Teaching in the community:**

As per the guidelines of Medical Council of India, undergraduate students are posted to urban and rural health centers and also require attending various camps organized for neighborhood communities. Learning outcome of the community teaching is evaluated through OSCE, end practice and end examination.

2.3.2 Does the institution provides course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes, the university provides course objectives, outline and schedule at the time of commencement of the academic session to the students. The course training program and training schedules are well documented. The Heads of the Departments are responsible for preparation of program schedule and their implementation.

At the end of the academic session, Heads of the Departments submit their compliance report to the Principal. Two Vice-Principals monitor the teaching-learning activities and ensure the implementation of objectives and monitoring of the academic activities.

2.3.3 Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

The university do not face any challenge to complete the curriculum within the stipulated time frame and academic calendar since due precautions are taken at the time of preparation of academic calendar. In case of some unforeseen circumstances if any lecture/ practical/ clinic is cancelled then it is compensated by engaging extra classes/practical/clinics subsequently.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The university has implemented a learner centric approach in teaching-learning process. Faculty in the university has adopted variety of participatory learning activities to make teaching-learning process interactive, interesting and meaningful and not just monologue.

As a part of Medical Council of India's guidelines learning is made learner centric and participatory by adopting the teaching/learning hours in the ratio 1:2 to didactic lectures and participatory learning. The faculty is well versed with modern medical technology and teaching-learning activities are focused on what learners should do at the end of their learning period.

The academic performances of the students are monitored through various learning activities such as seminars, group discussions, paper presentation, clinical case studies, home assignments, tutorials, literature surveys, problem solving sessions, field visits, etc.

Computer assisted learning is provided through digital resource. Internship program provides participatory approach to the hands-on-training in clinical procedures.

This approach adopted by the university to make students to think critically and apply the knowledge through task, encourages discussions and debates and, most importantly helps to know how far they have progressed.

2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?

The university has a clearly laid down policy to involve external experts, professional and people of eminence to augment or supplement/complement the teaching-learning process.

The university organizes series of discipline centric conferences/seminars/workshops wherein the students get an opportunity to interact with experts.

The university organizes guest lecturers of people of eminence. So far, 19 such University guest lectures are organized.

During last four years students had an opportunity to listen and interact with great personalities like Dr. A.P.J. Abdul Kalam, Prof. C.N.R.Rao, Prof. Balaram and many other distinguished scientists.

2.3.6 Does the institution formally encourage learning by using e-learning resources?

Yes, the university encourages learning by e-resources. The university has created excellent I.T. infrastructure for teaching-learning process.

The university is using blended learning with more emphasis on the ICT. The university has provided laptops to its faculty and students and all class-rooms, laboratories, museums, seminar halls, auditoria have screens, LCD projectors, Wi-Fi and other equipment.

Faculty is using ICT extensively in teaching-learning process which include power point presentation, simulation techniques, virtual learning, video and multimedia approach.

The e-learning outcome has shown positive change among the learners and has shown enhanced learning ability and to apply knowledge gained as well as to retain knowledge for longer period. E-learning respects learner's autonomy and encourages self-learning and learning at their own pace.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?

The university has provided required ICT infrastructure in all the classrooms, laboratories, seminar halls, auditorium and hospital. Library has 50 nodes in the digital library with high speed internet facility and Open Education Resource (OER).

The university has center for skills and simulation (wet and dry) which is being extensively used by faculty and students. The university also has virtual laboratories, virtual class room. All the OPD blocks, ICUs, Casualty in the hospital have E-seminar halls with all necessary

gadgets and internet accessibility. The faculty is also using Open Education Resource for the teaching-learning process.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?

Yes, the university has designated group of faculty who monitor the trends and issues in the focused areas of their interest such as U DOME,resuscitation group, India Education Review, course wise groups, FAIMER group. These groups collect information from open source community, arrange and analyze the same and finally integrate the same for the benefit of the university.

Some of the departments have developed e-modules for teaching-learning process by using open source community.

The university has also initiated Work Place Based Assessment (WPBA) in the form of case based discussions and mini clinical exercises. The e-learning modules are optimally utilized for teaching and validated OSCE stations are utilized for objective evaluation of the students.

2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?

The university has taken many steps to shift from traditional classroom to e-learning environment. Some of the initiatives of the university are:

- ➔ Training and re-training of the faculty for use of ICT for e-learning / teaching.
- ➔ Conversion of classrooms for e-learning with appropriate technology like e-podiums, LCD projectors etc.

- ➔ Smart class room models with e-podium. Interactive boards
- ➔ Wi-Fi campus
- ➔ Virtual laboratories and classroom.
- ➔ Laptop to all students and faculty
- ➔ Training to the staff (technical)
- ➔ Digital library with 40 portals and 1GBPS internet connectivity.

2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Yes, the university has made provision for services of counselors, psychologists and mentors for groups of students for their academic, personal and psycho-social guidance. The university has appointed full-time trained counselor for personal counseling and also follows the mentor system.

Students are divided into small groups of 25 each and one teacher is made in- charge of these students. He is available on the campus for 24x7 and monitor yearlong personal and academic related activities. The same mentor is available for these students till they pass out.

The Vice-Chancellor, Registrar, Dean, Principal, Heads of the Department, Faculty members and Students work as team such that team spirit prevails on the campus and therefore, there has been no untoward incident on the campus.

During last academic year around 250 students availed the facility of personal and academic counseling.

2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Yes, the university has designed some innovative teaching approaches. The faculty has implemented the same. These have helped to improve learning experience of the students.

Approach:

- ➔ Case based learning for clinical teaching and clinical modules for Pre-clinical teaching.
- ➔ Case based learning for large groups using Buzz Sessions.
- ➔ Mind maps and concept maps.
- ➔ Team Based Learning (T.B.L.)
- ➔ PBL and EBM.

Methods:

- ➔ Readiness Assessment Test (RAT)
- ➔ OSPE and OSCE as a learning tool and also for formative assessment.
- ➔ MCQ based learning.
- ➔ Open Book Test.

Practice:

- ➔ Community Residential Programs.
- ➔ Feedback is obtained from the students to assess the effectiveness of innovative teaching implemented.

Outcome:

- ➔ Students showed positive response to these innovative approaches.
- ➔ Best Teacher Awards of the year for faculty as appreciation.
- ➔ 'Best Department' of the year awards are given for implementing innovative practices.
- ➔ Approaches are institutionalised.

2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?

The university, right from its inception, has encouraged students and faculty to learn by testing, questioning and hypothesizing scientific facts.

- ➔ In order to instil, nurture creativity and scientific temper among the students, the university organises guest lectures, key note addresses/orations by eminent scientists, professionals.
- ➔ Students are encouraged to participate in the scientific meetings, CMEs, conferences, seminars and workshops conducted within and outside the university.
- ➔ Students are also encouraged to prepare, present and publish their scientific research papers and poster presentations.
- ➔ Regular clinic-pathological conferences and Evidence Based Practice Workshops are conducted.
- ➔ The university organises Medical Science Exhibitions which provide opportunity for students to present their creativity and innovations.

These activities have created culture of instilling and nurturing creativity and scientific temper.

2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?

* ***number of projects executed within the institution***
* ***names of external institutions for student project work***
* ***role of faculty in facilitating such projects***

Yes, the student projects in the form of dissertations at postgraduate level are mandatory as a part of the~~ir~~ curriculum. Post-graduate diploma and under-graduate students are encouraged to undertake projects. They are encouraged through due recognitions, rewards and in-house funding.

During last academic year 198 projects were submitted by the post-graduate students in the form of thesis which is 100%.

44 under-graduate students have submitted the project which is around 30%.

The faculty plays important role in preparation of projects such as selection of topics, preparation of synopsis, supervising the progress and scrutinizing final, manuscript etc.

2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes, the university has well qualified faculty as per the norms of the Medical Council of India for each department. The cadre ratio is also maintained as per MCI norms. There is no shortfall of the faculty. In fact, in addition to the regular faculty, the university appoints visiting and adjunct faculty to enrich the teaching-learning process.

2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the institution for such efforts?

Yes, the faculty extensively uses the ICT in teaching-learning processes. They prepare power point presentations, e-learning material and use Open Educational Resource as well as Open Source Community Material.

The university has provided ICT infrastructural facilities to the faculty in the lecture theatres, laboratories, hospital, seminar halls, library and all the auditoria. Laptops are provided to the faculty and students with free secured internet facility on the campus and digital library.

2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes, the university has mechanism to evaluate the performance of the teachers on annual basis. This is used only to enhance professional competency of the teachers and not for any punitive action.

At the end of every academic year, all students fill up the feedback forms online and submit to their Department. The feedback obtained is analyzed and outcome is communicated to the concerned faculty in writing.

Performance of teacher is based on 10 point scale and on the basis of 12 parameters. Total score of a teacher is calculated in percentage. Teacher is graded as excellent, outstanding, good and mediocre. The Head of the Department share the score with the teachers and suggest remedial measures.

2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.

Yes, the university in collaboration with Spastic Society of Karnataka, Departments of Pediatrics and Community Medicine conducts monthly telemedicine conference where faculty and students discuss and finalize plan of management of cerebral palsy children.

Department of otorhinolaryngology conducts live streaming operative workshops inviting eminent surgeons across the globe and also participates in the "Live International Otology Network (LION)"

The telemedicine facility is available at PHC from the hospital and if needed treat the cases via Skype.

2.3.18 Does the institution utilize any of the following innovations in its teaching-learning processes?

* ***ICT enabled flexible teaching system.***
* ***Reflective learning.***
* ***Simulations.***
* ***Evidence based medicine.***
* ***Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.***
* ***Problem based learning (PBL).***
* ***Student assisted teaching (SAT).***
* ***Self directed learning and skills development (SDL).***
* ***Narrative based medicine.***
* ***Medical humanities.***
* ***Drug and poison information assistance center.***
* ***Ayurveda practices.***
* ***Yoga practices.***

* ***Yoga therapy techniques.***
* ***Naturopathy and its practices.***
* ***Any other.***

Yes, the university utilizes following innovations in teaching-learning process to make the process interactive.

➔ **ICT Enabled Flexible Teaching System:**

Teacher, depending on the nature of content to be delivered, use variety of ICT tools to deliver the content. The faculty in the university use laptops, internet, digital resources, power point presentations, audios, video lessons for delivering the content. Faculty also uses interactive board, e-podium in the classroom/lecture theatre.

Reflective learning:

Reflective learning refers to experiential learning or hands-on-teaching or experiments.

The learning for all students in the university starts with concrete experiencing of a real time clinical scenario in OPDs/Wards/OTs and subsequently they are made to reflect on that. Once this concept is conceptualized then student actively manages the patients under the supervision of the teacher. Students are given graded responsibility on practical, procedures, hands-on-training, feedback, through Work Place Based Assessment (WPBA) i.e. Case Based Discussion (CBD), and Mini-Cex which enhance their reflective learning. Monthly journal clubs of postgraduate students especially those conducted in Digital Library also facilitate the reflective learning.

➔ **Simulations:**

The university has well equipped skill and simulation laboratory with different simulators, endotrainers and mannequins. This laboratory conducts various skill development activities using above mentioned gadgets as per the calendar of events for undergraduate and postgraduate and staff.

➔ **Evidence based medicine:**

The university conducts workshops on Evidence Based Medicine regularly for undergraduates and postgraduates and staff. Besides, each department also conducts at least one EBM session every month as a part of postgraduate teaching in the digital library.

➔ **Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine:**

The university gives more emphasis on the experiential learning so that the adequate knowledge to practice medicine is imparted to the students. The university has skill and simulation laboratory and also conducts interactive workshops on Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) which help the students to get the hands on experience. The university also organizes general lectures for the students in related fields for acquisition of appropriate attitude for practice of medicine.

➔ **Student Assisted Teaching (SAT).**

This is also referred to as reverse teaching or peer learning. Post-graduate students are given responsibility to teach theory classes and clinics under the supervision of faculty. This helps to improve the student's level of interaction and also helps to inculcate teaching skills

➔ **Self-Directed Learning and Skills Development (SDL):**

Self-directed learning is encouraged in every teaching-learning activity conducted for the students. Teaching is initiated by using problems before a group of students and is made to explore solution by them utilizing various e-learning tools and resources.

Skills and simulation laboratories are equipped with different gadgets, BLS, ACLS to help the students to improve their skills. CPC and mortality and morbidity meetings also help them to learn their skills.

➔ **Narrative Based Medicine:**

The faculty while practicing Evidence Based Medicine (EBM) to solve clinical dilemmas, encounter difficulties in tracking down the best evidence, resort to the practice of NBM by narrating their past experience and clinical expertise (internal evidence) with the students to solve the clinical problems.

➔ **Medical Humanities:**

Various issues related to medical humanities are incorporated in the Undergraduate and Postgraduate curricula.

The Department of Community Medicine teaches sociology. Interns posted in the **RHC, UHC** and PHC get exposed this dimension of medical profession. NSS and YRC undertake many outreach activities such as health checkup camps for senior citizens, school children, women, visit to old age centers, etc. to sensitize the students for medical humanities.

➔ **Drug and Poison Information Assistance Centre:**

The university has Poison Detection Centre equipped with state of

art facilities and is under the Department of Forensic Medicine. In case of poisoning by unknown xenobiotic, the department try to retrieve information with the help of software and correct antidote is administered to save the victim. The same is utilized for teaching and training purpose.

➔ **Ayurveda, Yoga Practices and Yoga therapy techniques:**

The university hospital has department of Integrated Medicine with qualified yoga therapist and specialists of alternative medicines. First year students undergo yoga training as a part of their curriculum. Yoga therapy is used for the rehabilitation of the inpatients also. Yoga is also an invaluable component of M.D. course (Physiology) curriculum.

2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process?

Yes, the university has Electronic Medical Records facility with qualified and trained staff. The person heading this unit is MHS and RHIA qualified and is the Director of Health Information Management. The department has three medical record technicians and four trained personnel with 3 computer operators.

The university has 'Medical Records Preservation Policy' and has HIMS, which is integrated with Medical Record Department. All medical records of hospital are preserved in electronic format automatically.

Besides, the university is in final stage of digitizing the medical records of previous five years. MHR helps the students, patients, clinicians and researchers in providing the information for teaching-learning, medico-legal, research and patients care.

2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?

Yes, the university has a well-documented procedure for writing case sheets, informed consent and discharge process of patients.

The medical students and nurses are trained in writing case sheets in a structured format and are also trained to get the informed consent and discharge papers. The entire case paper of the patients along with discharge papers after due scrutiny are digitized on day to day basis.

2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?

Yes, the university hospital prepares videos of clinical cases of academic interest and stores it in CDs/DVDs which is kept in the library and used for teaching-learning process for Undergraduate and Postgraduate students for Work Place Based Assessment (WPBA).

2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?

Yes, the university hospital performs medico-legal/post-mortem procedures with a view to train the Undergraduate and Postgraduate students. This is being done by the recognized and trained faculty of Forensic Medicine. The post-graduate students of Forensic Medicine and Pathology are trained for post-mortem procedures and Undergraduate students observe the procedures.

The Department of Forensic Medicine and Clinical Departments if required, take photographs or video graphs of some unusual autopsies and clinical cases of academic interest which are kept in their museum which are later on used for study.

The university hospital is recognized by the Government of Karnataka to carry out medico-legal autopsies and post-mortem for teaching purpose.

2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?

Yes, the university has Drug Information Centre and same is located in Department of Pharmacology. This Adverse Drug Reaction monitoring center, under the pharmacovigilance program of India (P_VP_I) is recognized by Indian Pharmacopia Commission National Coordination Centre. Reference books and e-resource are available in the center. Poison information and Poison Detection Centre is housed in Department of Forensic Medicine. This center analyzes the samples received from the hospital from poisoning victims with the help of software which facilitates the collaborative centre with identification of the poison and the respective antidote to save the patient. University aims to develop the same in to WHO recognized Poison Detection Centre in the time to come.

Both the centres train the under-graduate, post-graduate students and other research scholars in identifying and treating various drug reactions and also treating the patients of poisoning using appropriate antidotes.

2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?

Yes, the university has Pharmacovigilance Centre, Toxicology Centre, Clinical Pharmacy Facility, Drug information centre, Centre for

disease Surveillance and Control, prevention through Yoga, Promotion of positive health/ well equipped psychological laboratory.

The peripheral Pharmacovigilance Centre is functioning since 2005 under regional Pharmacovigilance Centre (south) of JIPMER, Pondicherry. The record of adverse drug reactions (ADRs) occurring not only in the hospital but elsewhere are also documented on day to day basis by the department and are forwarded to the JIPMER, Centre Puducherry . Now the Centre is well recognized by Indian Pharmacopia Commission and Pharmacovigilence Commissions of India.

The clinical pharmacy and pharmacovigilance unit is established in the hospital has drug information facility where e-books and e-journals along with specific software for identification of poisons are available for references.

The university has poison detection centre under the ambit of Department of Forensic Medicine. The centre collects the samples of poisoning patients and analyzes the same by using software; this enables the centre to work in collaboration with the international agencies. This centre trains Undergraduate and Postgraduate students.

The university hospital collaborates with the integrated diseases surveillance/control program managed by the state government by reporting the details of communicable diseases diagnosed ~~in~~ among the hospital patients.

The Department of Integrated Medicine has qualified staff and provides necessary training and therapy for promotion of positive health of patients.

The university hospital has a well-equipped psychology laboratory managed by qualified psychologist under the department of Psychiatry. This laboratory offers the services to the patients.

The University also has Government recognized / sponsored 'Day Care Psychiatric Centre' in the teaching hospital.

2.3.25 Laboratories / Diagnostics

* ***How is the student`s learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).***

* ***Student staff ratio in the laboratories / diagnostics.***

The university hospital has diagnostic laboratories and ~~is~~ which are accredited by the BIORAD-US, AIIMS, New Delhi and Indian Association of Medical Microbiologists.

The departments have practical/ diagnostic laboratories. The learning processes of the students in the laboratories are facilitated and monitored by the faculty. Each of the programs offered by the university has the laboratory practical record books to be maintained by the students which are duly evaluated and certified by the faculty, prior to permitting the student to appear for university examination. Each clinical department conducts the Internal Assessment at the end of the clinical posting.

Student staff ratio in the laboratories / diagnostics as per MCI guidelines and 15-20 students are allotted per faculty member.

Laboratory Time Table

Pre-Clinical Subjects			
	Anatomy (Practicals) 11.30 AM to 1.30 PM to 2.30 PM to 4.30 PM	**Physiology (Practicals) 2.30 PM to 4.30 PM**	**Biochemistry (Practicals) 2.30 PM to 4.30 PM**
Monday	***2+2= 4 hrs***	***2 hrs***	***2 hrs***
Tuesday	***2+2 =4 hrs***	***2 hrs***	***2 hrs***
Wednesday	***2+2=4 hrs***	***2 hrs***	***2 hrs***
Thursday	***2+2=4 hrs***	***2 hrs***	***2 hrs***
Friday	***2+2=4 hrs***	***2 hrs***	***2 hrs***
Saturday	***2+2=4 hrs***	***2 hrs***	***2 hrs***
The students are posted for laboratory work in batches of 50 students (Total number of students 150 divided in to three batches)			

Para Clinical Subjects					
		Pathology (Practical) 2.30 PM to 4.30 PM	***Pharma cology (Practical) 2.30 PM to 4.30 PM***	***Micro biology (Practical) 2.30 PM to 4.30 PM***	***Forensic Medicine (Practical) 2.30 PM to 4.30 PM***
III term	*Monday*	***2 hrs (A Batch)***		***2 hrs (B Batch)***	
	Tuesday	***2 hrs (B Batch)***			
	Wednesday		***2 hrs (A Batch)***	***2 hrs (A Batch)***	
	Thursday				
	Friday				
	Saturday				

IV term	*Monday*				
	Tuesday				
	Wednesday				
	Thursday		***2 hrs (odd Batch)***		
	Friday	***2 hrs (odd Batch)***			
	Saturday			***2 hrs (Odd Batch)***	
V term	*Monday*		***2hrs (A Batch)***		
	Tuesday			***2 hrs (B Batch)***	
	Wednesday	***2 hrs (A Batch)***			***2 hrs B Batch***
	Thursday	***2 hrs (B Batch)***		***2 hrs (A Batch)***	
	Friday		***2 hrs (B Batch)***		***2 hrs A Batch***
	Saturday				
Regular Batch					
V term	*Monday*	***Total No. of Students of Batch is divided equally as A & B Batches comprising 40 to 50 students***			
	Friday				
III term	Tuesday				
	Wednesday				
	Thursday- Odd Batch				

Clinical Posting all Semesters (IIIrd to IX Semesters) Medicine & Allied Subjects

	Medicine	***Paediatrics***	***Psychiatry***	***Dermatology***	***Anaesthesia***
Monday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***
Tuesday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***
Wednesday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***
Thursday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***
Friday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***
Saturday	***3hrs***	***3hrs***	***3hrs***	***3hrs***	***3hrs***

Batches of Students ranging from 8 to 10 are posted unit wise.

Clinical Posting all Semesters (IIIrd to IX Semesters) Surgery & Allied Subjects

	Ophthal.	ENT	Surgery	OBG	Ortho	Radiology
Monday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*
Tuesday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*
Wednesday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*
Thursday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*
Friday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*
Saturday	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*	*3hrs*

Batches of Students ranging from 8 to 10 are posted unit wise.

For the under graduate programs in Allied Health Sciences, 2 to 3 hours of laboratory work is assigned / week/ course. Total number of practical hours / term (6 months) is 40 / subject.

2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives?

The university has explicitly defined the number of procedures/clinical cases/surgeries observed, assisted, performed with assistance and carried out independently during the 12 months period.

In order to fulfill learning objectives, students are required to observe-178 assist-119, perform with assistance-138 and perform independently-252, procedures/clinical cases/surgeries.

2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?

Yes, the Department of Integrative Medicine provides patients with information on complementary and alternative medicine.

2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?

The university has clearly defined learning objectives in respect of clinical posting of the students in various departments. The students are divided into smaller batches for their clinical posting and are being supervised by the teacher. During the clinical posting, students learn history taking, clinical examination and arriving at a differential diagnosis in outpatient teaching and bedside teaching. They are posted in small batches in the operation theatres and ICUs to observe the surgeries and/or procedures. They also attend mortality meetings, ward rounds, grand rounds, etc. on regular basis. These students are also taken to the skill and simulation laboratories where they learn skills through simulation techniques. The OPD block, OTs, ICU have facilities for E-learning.

2.3.29 Do students maintain log books of their teaching-learning activities?

Yes, all Undergraduate and Postgraduate students maintain log books in structured format of their teaching-learning activities. These log books are checked and signed by the in- charge teacher on day to day basis and are also checked by the Heads of the Departments at time of end examination.

2.3.30 Is there a structured mechanism for post graduate teaching-learning process?

Yes, the post graduate curricula for various programs are well structured with explicit learning objectives and the detailed syllabi of each subject.

The university has a dedicated Postgraduate curriculum book which contains the details of Time Tables, Schedules, Teaching Learning Activities, Assessment and outcomes of post graduate programs.

The post graduate teaching activities such as seminars, journal clubs, case discussions and mortality and morbidity meetings are conducted by all the Postgraduate departments on a weekly basis, which are evaluated by the peers, on the spot, using a structured evaluation form. Integrated Postgraduate symposiums are conducted every month. Clinico-pathological Case discussions and clinical case discussions are conducted once in two months. Central mortality and morbidity meetings are held once in three months.

Case Based Discussions are conducted every week at Intensive Care Unit involving departments of Anesthesia, Medicine and the concerned departments. Department of Pharmacology conducts workshops on clinical pharmaco-kinetics, Protocol Writing and Adverse Drug Reactions. Clinical Audit is conducted daily by the departments of Medicine, Surgery, OBG and Pediatrics

Note: The detailed time table (department wise) will be shown at the time of Peer Team visit.

2.3.31 Provide the following details about each of the teaching programs:

* ***Number of didactic lectures***
* ***Number of students in each batch***
* ***Number of rotations***
* ***Details of student case study / drug study***
* ***Nursing Care Conference (NCC)***
* ***Number of medical / dental procedures that the students get to see***

- *Mannequins / Simulation / skills laboratory for student teaching*
- *Number of students inside the operation rooms at a given time*
- *Average number of procedures in the ORs per week, month and year*
- *Autopsy / Post-mortem facility*

➔ **Number of didactic lectures:**

For Faculty of Medicine:

Ist MBBS (one year) 120 hours for Biochemistry, 160 hours each for Anatomy and Physiology and. IInd MBBS (one and half years) 120 hours for each Pathology, Microbiology and Pharmacology, for Forensic Medicine 70hours. The Community Medicine has 208 hours over the entire course except IIIrd MBBS part-II.

IIIrd MBBS part I (one year) 70 hours for ENT and 100 hours for theory in Ophthalmology.

IIIrd MBBS Part II- Paediatrics has 100hours over a period of two years. Medicine & Allied subjects have 264 hours and Surgery and Allied subjects 216 hours over a period of three and half years. The Obstetrics and Gynaecology has 260 hours over a period of three years.

For Faculty of Allied Health Sciences:

All B.Sc. programs didactic lectures range from 50-80 hours/ year/course, for M.Sc.(MLT) 50 - 80 hours/ year/course, M.Phil. 80-100hours/ year/course, PGDGT 100hours/ year/course, M.Sc.(Molecular biology & human genetics) 50-100 hours/ year/course.

➔ **Number of students in each batch:**

Number of Students per batch ranges from 25-50, during Preclinical Training, 20-40 and during Para-clinical Training and 8-15 during

Clinical Training in the MBBS course. For Allied Health Sciences programs the number of students per batch ranges from 3-5.

➔ **Number of rotations:**

Number of Clinical Rotations for Undergraduate (MBBS) students range from 2 to 5 from 3rd to 9th term depending on the subjects and for Postgraduate rotations – it ranges from 1-4 weeks for internal rotations and 1 to 8 weeks for external rotation specialty-wise.
Students of Allied Health Sciences do not have rotational postings

➔ **Details of student case study / drug study:**

The students record 30 detailed case studies in their Case study record book, in each of the subjects during their clinical rotations.

➔ **Nursing Care Conference (NCC)**

The hospital conducts monthly hospital development meetings, in which the nursing staffs of the hospital also take part. Various issues as regards- standards of nursing care, patient safety, infection control and quality of patient care etc., are discussed. Continuing Nursing Education (CNE) programs are conducted regularly in the hospital.

➔ **Number of medical / dental procedures that the students get to see:**

Number of medical procedures the UG students get to see per day ranges from 100-150 in various departments.

➔ **Mannequins / Simulation / skills laboratory for student teaching:**

The university has a well-equipped Center for Clinical Skills and Simulations (CCSS) wherein simulation based training is imparted to all the students using sophisticated gadgets including mannequins to strengthen teaching-learning process.

➔ **Number of students inside the operation rooms at a given time :**

On an average 8-10 students are there in each operation theatre.

➔ **Average number of procedures in the ORs per week, month and year:**

Average numbers of procedures carried out are 701 per week, 3037 per month and 36450 per year.

➔ **Autopsy / Post-mortem facility:**

The university hospital has well-equipped mortuary with cold storage and embalming facility. The medico-legal and post-mortem procedures are carried out by qualified and trained faculty of Forensic Medicine. Besides, the facility of Hearse van is also available.

2.4 Teacher Quality

2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?

The university plans and facilitates its faculty to meet the changing requirements of the curriculum by organizing Faculty Development programs (FDP), refresher courses, CMEs, Faculty courses outside the university round the year. 18 members of faculty are trained at NTTC, JIPMER, PGIC and two with advance training in Medical Education at MCI recognized centres.

The UDOME provides in house training to the faculty and more than 80% of the faculty in the institution is trained in Medical Education Technology (MET).

When curriculum/syllabus is revised or updated, the university, before implementation of the same organizes the workshops and trains the faculty to teach new curriculum/syllabus.

2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Sr. No.	Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
1)	Anatomy	-	82	18	-
2)	Physiology	20	80	-	-
3)	Biochemistry	11	77	12	-
4)	Microbiology	38	50	12	-
5)	Pharmacology	-	67	33	-
6)	Pathology	-	92	8	-
7)	Forensic Medicine	-	71	29	-
8)	ENT	10	37	53	-
9)	Ophthalmology	14	86	-	-
10)	Community Medicine	12	81	7	-
11)	Medicine	8	75	17	-
12)	Surgery	18	70	12	-
13)	OBG	-	75	25	-
14)	Orthopedics	10	64	26	-
15)	Pediatrics	29	43	14	14
16)	Anesthesiology	13	74	13	-
17)	Dermatology	-	75	25	-
18)	Psychiatry	-	100	-	-
19)	Dentistry	-	100	-	-
20)	Plastic surgery	-	50	50	-
21)	Pediatric surgery	-	50	50	-
22)	Urology	-	100	-	-
23)	Nero surgery	-	-	100	-
24)	Allied Health sciences	14	43	43	-
25)	Allied Health	14	43	43	-

Sr. No.	Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
	sciences				
26)	Cell biology Molecular genetics	10	30	50	10

2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?

During last four years, the university has started 13 new programs under Faculty of Medicine and 18 programs under Faculty of Allied Health Sciences

Though nine programs have been started under Faculty of Medicine, the university has not recruited additional faculty as the University has been having additional teachers in the respective departments.

However, for the 18 programs which have been started under Faculty of Allied Health Sciences, the university has enagged 11 Professors, 06 Associate Professors and 26 Assistant Professors.

The faculty requirement for the programs under Allied Health Sciences depends on the teaching load. The recruitment of the faculty is done as per the UGC (Institution Deemed to be Universities) Regulations, 2010 amended thereafter from time to time. The qualifications and pay scales are as per the UGC Regulations, 2006.

2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?

In addition to the regular faculty, the university has appointed one Professor Emeritus, 03 Visiting Professors and 03 Adjunct Faculty to supplement and complement the teaching-learning process and research.

2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g. providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national / international conferences etc.)

The university has taken several structured initiatives to meet the needs of academically recharging and rejuvenating its faculty. Some of the initiatives are as below:

- ➔ Organisation of various faculty development programs to enhance the professional competency of the faculty.
- ➔ Funding for internally funded research projects.
- ➔ Study leave/duty leave, registration fees and incentives to attend the conferences at national and international levels.
- ➔ Creation of research laboratory for genome research.
- ➔ Incentives for publication of research papers in peer reviewed journals.
- ➔ Duty leave to attend Medical Education programs **elsewhere.**
- ➔ Budgetary allocation for the organisation of seminars/conferences/workshops.

2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

During last four years two members of faculty have received FAIMER fellowships, one has received life time achievement award.

2.4.7 How many faculty underwent professional development programs during the last four years? (add any other program if necessary)

Faculty Development Programs	Number of faculty attended
Medical Education Technology	**221**
NTTC, JIPMER	**27**
Advance course in MET	**05**
Capacity building programs	**47**
Programs by regulatory / apex bodies	**-**
Induction programs/No of faculty attended	**11/150**

2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The university organizes various academic development programs when it revises/updates the curricula/syllabi.

When the university introduces new programs or revises the curricula/syllabi of existing programs, it organizes the workshop to train the faculty for curriculum development and teaching-learning methods, examination reforms content/knowledge management respectively by inviting external academic peers.

The UDOME conducts MET Workshops for newly recruited faculty and orients them for teaching-learning process, examination reforms, knowledge management, etc.

2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?

The university has highly qualified and experienced faculty and the same is the asset for the university. Some of them are working in the Medical College from day one.

The university pays the salary as per the UGC pay scales. Accommodation is given to the faculty on the campus, interest free salary advance, free education in school, incentive for publication of research papers, travel grants to attend national and international conferences, UGC Career Advancement Scheme (CAS), best teacher award, free medical treatment for the family are some of the initiatives adopted by the university to retain the faculty.

The annual attrition rate among the faculty is less than 3%.

2.4.10 Does the institution have a mechanism to encourage

* ***mobility of faculty between institutions /universities for teaching/research?***
* ***faculty exchange programs with national and international bodies?***

If yes, how have these schemes helped in enriching the quality of the faculty?

Yes, the university encourages the faculty to avail the facility of study leave/sabbatical leave to improve their qualifications and to carryout research outside the university.

2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.

Yes, the university follows the career advancement scheme of the UGC for its faculty. The University has a well-defined CAS as per the UGC norms.

2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?

Yes, the university has created collaborations with other Postgraduate institutions for generating required number of specialists and super specialists.

- ➔ Three members of faculty from surgery department have undergone a laparoscopic surgery at World Laparoscopic Centre, New Delhi.
- ➔ One faculty from otorhinolaryngology has undergone Micro Vascular Surgery at Amrita Institute of Medical Sciences, Kochi.
- ➔ One faculty from Department of Ophthalmology was deputed for Carnia fellowship.
- ➔ Three members of faculty are FAIMER fellows from PSG Medical College, Coimbatore.
- ➔ Two members of faculty underwent advance course in Medical Education at St. Johns Medical College, Bangalore.
- ➔ One faculty attended National Teacher Training Course at JIPMER,Puducherry, this year.
- ➔ University has signed MoU with Narayana Health for cardiac surgeries and M.S.Ramaiah Medical College for Neuro Surgical patient care.

2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?

Yes, the university conducts capacity building programs in subspecialties for the faculty by way of organizing workshops, CMEs, Conferences and also depute faculty outside the University for such Programs at JIPMER, CCMB, PSG Medical College, Minto Eye Hospital, Bangalore and St. Johns Medical College, Bangalore. In

addition, capacity building in Medical Education and Research Methodology and Grant writing are regularly conducted 2 -3 times in a year.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?

The evaluation process of the university is communicated to the students and their parents at the time of admission. The details of the evaluation process of all the programs are also made available on the website of the university www.sduu.ac.in

The details of Rules prepared under the UGC (Institution Deemed to be Universities) Regulations, 2010 are also posted on the university website which includes the process of conduct of university examinations from admission to certification.

2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.

The deemed to be university status is flexible and dynamic and gives the scope for the innovations, experimentations and reforms.

The university has used the status to introduce the examination reforms in the evaluation of the student performance. These reforms have brought objectivity and transparency in the process of conduct of examinations. Some of the reforms introduced by the university are as below:

- ➔ Each paper setter is asked set three parallel independent question paper sets for the course and asked to submit them in sealed separate envelopes to the Controller of Examinations along with scheme of marking and model answer.
- ➔ The senior paper setter moderates all question papers.
- ➔ Out of the nine question papers for each course, the Vice-Chancellor selects one for the final printing.
- ➔ The university has introduced internal assessment for all the programs. The weights assigned for external and internal are 80:20 for theory and practical.
- ➔ All answer booklets are evaluated centrally at the central evaluation facility. All answer booklets are (coded) and then given to the external examiners. If there is difference of 15% and more marks awarded by the two examiners and such papers ~~then it~~ goes to the third examiner. Then average marks of two which are closest among three are awarded.

2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).

All the results of final examinations are declared within 15 working days.

The result of the examination is available on the website and is also communicated to the student by e-email as well as by SMS alert.

2.5.4 How does the institution ensure transparency in the evaluation process?

The process of conduct of the examination is made transparent by adopting the following measures:

- ➔ The sealed cover of the question paper is opened in the examination hall in presence of two students.
- ➔ Marks of formative evaluations are communicated to the students and they are given opportunity to go through the same.
- ➔ All answer booklets are assessed centrally at the university headquarters.
- ➔ Double evaluations of all the answer booklets of under-graduate examinations are done by two different examiners.
- ➔ If the difference between two examiners is 15% or more than it goes for evaluation to the third examiner. In that case, average of two examiners which are closest among the three is considered.
- ➔ In case of post-graduate examination under Medical Faculty, the answer booklet is assessed by four examiners and if the difference between highest and lowest is more than 15% then it is subjected to a fifth examiner and in such cases average of four nearest marks is taken as final.
- ➔ The students are allowed to apply for re-totalling of the marks obtained by them.
- ➔ Computerisation of the work of examination section has eliminated human intervention in the result processing.

2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?

Theory Examinations:

- ➔ The university maintains highest confidentiality in the conduct of examinations.

- ➔ The question papers are set by the examiners from outside the state.
- ➔ The question papers are moderated by the senior examiner.
- ➔ The moderator submits the question papers to the Controller of Examinations in a sealed cover.
- ➔ The Controller of Examinations has 9 different sets of question paper of the course.
- ➔ The Vice-Chancellor randomly selects one and Controller of Examinations prints the question paper confidentially and seals them in cloth line bag.
- ➔ Sealed packets containing the question papers are opened in the examination hall in presence of two students.
- ➔ Mobile phone or any other electronic gadgets are not allowed in the examination hall.
- ➔ Answer booklets are assessed centrally under CCTV surveillance.
- ➔ The Controller of Examinations masks the answer booklets with code numbers and keeps them ready for ~~the~~ assessment.
- ➔ Result is processed with the help of software.

Practical Examinations:

- ➔ The examiner for the practical is appointed as per the norms of MCI for courses under medical faculty.
- ➔ Appointment letters are sent by e-mail.
- ➔ The internal examiners are appointed one week before the commencement of the practical examinations.

2.5.6 Does the institution have an integrated examination platform for the following processes?

- ***pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.***

* ***examination process – Examination material management, logistics, etc.***
* ***post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc.***

The university is established under Sec. 3 of the UGC Act, 1956 and is unitary in nature. The university has only one constituent college and cumulative enrolment of the student is around 1500. The numbers of examinations conducted by the university are also less as compared to affiliating Health Sciences University as university does not require a comprehensive Information Technology (IT) platform to process the various pre-examination and on-examination processes. However University has total IT solution for post-examination processes.

The required trained manpower, software and hardware is in place. Entire data related to the conduct of examination is also co-located on the server.

2.5.7 Has the university / institution introduced any reforms in its evaluation process?

Yes, the university has introduced following reforms in the evaluation process.

- ➔ Setting of nine parallel and independent sets of question papers with scheme of marking and model answers.
- ➔ Opening of the sealed cover containing question papers is opened in the examination hall in the presence of two students.
- ➔ Double evaluation of the answer booklets for under-graduate examination.
- ➔ In case of post-graduate examination, same paper is assessed by four examiners.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations? Give details.

The systems and procedures of conduct of examinations and automation of result processing are highly objective and transparent so there is no scope for grievances redressal for the student.

The university has introduced double evaluation for under-graduate examination and in case of post-graduate examinations each paper is assessed by four examiners. As such, there is hardly any mistake in the result processing.

However, students if they wish can apply for the verification of the total marks allotted.

2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?

Yes, the university has prepared Rules under the UGC (Institution Deemed to be University) Regulations, 2010 amended up to 2015 which provides for the detailed procedure to deal with the malpractices attempted/committed by the students, faculty and staff. The same is available on the website and with the Examination Division.

2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

Yes, the university has streamlined the operations at the office of the Controller of Examinations.

The Controller of Examinations works directly under the superintendence of the Vice-Chancellor and is a member secretary to the Board of Examinations.

The examination division has sections and units. The sections are headed either by Dy. Registrar or Asst. Registrars depending on the nature of work Units are headed by office superintendent.

The work of examination division is computerized and is equipped with required software and hardware.

The record of each student is maintained in the soft copy and hard copy.

As a part of Digital India initiative, the university is in process of developing software which will enable the university to provide digital lockers to all its students so that all his / her records will be available in the digital locker and whenever required he / she alone can access the same. This project will commence from 2016.

2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:

- ***Compatibility of education objectives and learning methods with assessment principles, methods and practices.***
- ***Balance between formative and summative assessments.***
- ***Increasing objectivity in formative assessments.***
- ***Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.***
- ***Summative (theory / orals / clinical / practical).***
- ***Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.***

* ***Objective Structured Clinical Examination (OSCE).***
* ***Objective Structured Practical Examination (OSPE).***
* ***Any other.***

➔ **Compatibility of education objectives and learning methods with assessment principles, methods and practices:**

The university has defined educational objectives which are scientific for the modules, courses. They are measurable, achievable, relevant and timely. The assessment of the accomplishment of these objectives by the students is made utilizing corresponding assessment principles and methods. Therefore, there is a higher degree of compatibility between the educational objectives, learning methods and assessment principles.

The assessment methods practiced are such that the subjectivity is minimized and objectivity dominates.

The entire academic exercise undertaken by the university is as per MCI Regulations, 1997 on Graduate Medical Education and post-graduate Regulations, 2012-13 amended, from time to time up till now.

➔ **Balance between formative and summative assessments:**

In case of under-graduate program under Medical Faculty, the weights assigned for formative and summative assessment is 20:80 and in case of post-graduate examination, formative assessment is not permitted by MCI but the university conducts the formative assessment during the course and outcome is informed to the students from time to time.

All programs which are under Allied Health Sciences faculty weights assigned for formative and summative assessment are 30:70.

The formative assessment helps the university to continuously monitor the academic performance of the students through various learning activities.

➔ **Increasing objectivity in formative assessments:**

Weight assigned to the formative assessment are further subdivided for the various learning activities such as home assignments, tutorials, seminars, mid-term examinations, literature surveys, projects, etc. This helps to bring the objectivity in the formative assessment.

➔ **Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking:**

Formative assessment is also applicable to theory, oral, clinical/practical in Faculty of Medicine and Allied Health Sciences except the post-graduate programs under Faculty of Medicine.

Choice Based Credit System is not applicable for programs under Medical Faculty; Credit system is introduced to all the programs under faculty of Allied Health Sciences and grades are being awarded to the students from this academic year.

➔ **Summative (theory / orals / clinical / practical):**

The under-graduate program under Medical Faculty carries 80% weight for summative assessment and in case of all the programs under Faculty of Allied Health Sciences the same is 70%.

Normally, summative assessment of the students is done at the end

of semester or end of academic year. Summative assessment is in the form of multiple choice questions, short questions and long questions tests the cognitive ability of the students.

➔ **Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers:**

Theory question paper has a blue print which mentions weight given to the each unit and within the unit for essay type, long and short questions. All questions in the question paper are compulsory.

The major disadvantage of this type of summative assessment is it tests the memory and the knowledge.

The university is in a process of preparation scientifically developed Question bank involving all the three domains.

➔ **Objective Structured Clinical Examination (OSCE) &**

➔ **Objective Structured Practical Examination (OSPE):**

The university utilizes various objective tools of assessment such as OSCE/OSPE, WPBA, Case Based Discussion (CBD), Direct Observation of Procedural Skills (DOPS), Mini Clinical Evaluation Exercise (mini-cex), etc.

In the formative evaluation, theory papers are evaluated by different examiners which bring subjectivity in the assessment. Therefore theory papers are structured in such a way that the long and short essay questions and short answer questions are all precise and objective.

The university, therefore, has decided to introduce a component of MCQ and OSCE/OSPE for all the examinations in the internal

assessment. University has established an OSCE/OSPE Lab – a central facility for the use of all the departments.

2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with?

- ➔ The university has installed CCTV and mobile cameras in all the examination halls and at the assessment centres.
- ➔ Seating arrangement in the examination halls is made in such a manner that no student can discuss with any other students.
- ➔ Punishments for those who found in indulging malpractices are displayed at the strategic places.

During last four years only one case was reported and was dealt with the provision made in the Rules prepared under UGC (Institution Deemed to be Universities), Regulations, 2010.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

The 'graduate attributes' are the skills, knowledge and abilities of the university graduates, beyond disciplinary content knowledge, which is applicable to the range of context.

The graduate attributes are articulated through the vision, mission of the university, the curriculum of the programs offered by the university and extension and outreach activities undertaken beyond the curriculum.

The university imparts competency and value based education at all levels to the students. During the course of study, emphasis is given on inculcating the skills, knowledge and abilities to the students.

Knowledge and skill taught through the classroom teaching, working in various units of the hospital, skills and simulation laboratory. Students, during their internship program acquire the knowledge beyond the curriculum. The intended learning outcome of students is measured through various assessment tools used by the faculty.

2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?

Yes, each department, in their syllabus has clearly defined the learning outcomes and they are made known to the faculty and the students.

Each department has well-defined learning objectives for their teaching program which are clearly displayed in the respective departments. They are also communicated to the students during induction program of the department.

2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The Departmental Committee of each department prepares the teaching-learning strategies for each course. The learning outcomes of each course are made known to faculty and students of the department through the syllabus. The faculty in the department, based on the days available for them, prepares their teaching plan. Students are encouraged for self-learning by assigning various self-learning activities to them. The emphasis is given on the acquisition of skills by using skill and simulation laboratory.

All departments maintain cumulative record of all students to monitor the progress in teaching-learning. Didactic lectures as teaching method and summative examinations test, the cognitive outcome or abilities of

the students. The case demonstration, simulation on mannequins for teaching and OSCE, OSPE, WBPA, DOPS as an assessment tool, test the psychomotor skills of the students.

2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?

The learning outcomes are made known to the students through the course contents. The understanding of the particular course, clinics, practicals and the learning outcomes are assessed through the formative and summative assessment and evaluation outcome. In case of under-graduate program under Medical Faculty, knowledge gained or understanding of the course is assessed by using formative assessment.

The progress of the post-graduate students under Faculty of Medicine is monitored through the log books maintained by the students. The Faculty of Allied Health Sciences follows semester system along with continuous internal assessment. The progress of M.Phil and Ph.D. students is monitored through appraisal and half yearly reports. All these teaching-learning methods ensure that the learning objectives and outcome are achieved to a desirable method.

Learning outcome of the learners is measured through their performance in the university examination and the higher success rate in the university examination is one of the important indicators for the achievement of learning outcome of the learners.

The result analysis of the various examinations conducted by the examination division shows the trends of learning outcome.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes, the university has constituted a Research Committee under Rule No.43 of the UGC (Institutional Deemed to be Universities) Regulations, 2010 amended up to 2015.

The composition of the Research Committee and its responsibilities are as below:

The Research Committee consists of following members:

i.	The Vice-Chancellor	Chairman
ii.	The Deans of Faculties	Member
iii.	The chairpersons of Board of Studies	Member
iv.	Two Experts not below the rank of Professor nominated by the Vice-Chancellor.	Member
v.	One Expert in the area of Specialization nominated by the Vice-Chancellor when Ph.D. or M.Phil. Referees are to be appointed.	Member
vi.	The Registrar	Member-Secretary

Besides, University has established Department of Interdisciplinary Research with a full time Director to closely monitor the research activities within the Institution.

In addition, the University has constituted another subcommittee under the chairmanship of an international scientist and many other national

scientists as members, especially to debate, guide and approve scientific projects submitted for internal funding.

The University has adopted UGC Regulation for Ph.D. (2009) and has prepared detailed Bye-Laws for Ph.D. and M.Phil. programs and is made known to the faculty and research students.

Recommendations to Pre-PhD and M.Phil. course work

- ➔ Ph.D. and M.Phil. Entrance Examinations to be conducted on the lines of the UGC Regulations, 2009.
- ➔ All Ph.D. scholars must attend (80% attendance compulsory) the 350 hours course work as per syllabus given by the University according to UGC guidelines.
- ➔ All research scholars should appear and qualify the Pre-Ph.D. course examination.
- ➔ The research student should comply as follows:
  - Three presentations are mandatory
  - Pre-final thesis copy should be subjected to plagiarism software to check the plagiarism.
- ➔ Publication of two research papers in peer reviewed and indexed journals. All these recommendations are implemented.

Some of the recommendations made by the Research Committee, their implementation and impact are as below:

Recommendation No.1:

The university may organize program such as workshops on Research Methodology to enhance the capacity building of the faculty and depute more faculty for professional training at other Centers of Excellence.

Implementation:

University has organized 06 workshops on Research Methodology. Senior research workers/scientists were invited to deliver the lectures and sensitized the faculty about the new trends in research frontiers.

More number of faculty members has been deputed for the discipline centric training at the Centers of Excellence.

Impact:

There is a visible impact of this recommendation. The research projects and publication output is increased considerably.

Recommendation No.2

The university may augment existing research facilities and create new facilities to carry out the research in emerging areas.

Implementation:

Budgetary provision of Rs.30.0 to 50.0 million was made and in successive budgets allocation for research was enhanced.

Impact:

The university has initiated the process of construction of work of new building for Research and Development. The new research laboratory for Cell Biology and Molecular genetics is constructed and equipped with latest instruments.

Recommendation No.3:

The faculty may be encouraged to submit project proposals to the external funding agency.

Implementation:

The Department of Cell Biology and Molecular Genetics, submitted research project "Molecular Studies on Congenital Malformations with incompatible Cytogenetic Findings" to ICMR-DHR. Total outlay involved is Rs.48.0 lacs.

The Department of Anesthesiology submitted research project titled 'ICMC-ISA guidelines on 'Cardiopulmonary Resuscitation in India' to ICMR-DHR with outlay of about Rs.50 lacs.

The Department of Obstetrics and Gynaecology is one of the centres of a WHO Multinational Multicentric CHAMPION clinical drug trial.

Impact:

ICMR-DHR has approved concept proposals of both the research projects and the Principal investigators have submitted detailed project proposals as per the ICMR-DHR norms.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?

Yes, the university has University Ethics Committee to monitor the ethical issues related to research on humans and animals. The committee is duly registered with Drugs Controller General of India, New Delhi (Reg. No.ECR/425/Inst/KA/2013 dated 7 August 2013.

The present chairman of the ethical committee is the Former Director, National JALMA Institute of Leprosy and other micro bacterial Diseases, Agra.

The Committee meets once in three months to scrutinize the research proposals which involve topics related to human for ethical clearance.

The university has one more Animal Ethics Committee which is duly registered with Animal Welfare Division, Ministry of Environment, Forest and Climate Change**.** The meetings of this Committee are chaired by the Principal and its other members include veterinary surgeons. This Committee meets twice in a year.

3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?

The Medical Council of India has mandated involvement of the faculty in carrying out research and research related activities. The university believes that research has to be the integral part of teaching-learning process as it helps the faculty to remain contemporary in their own subjects. In view of this, the university has clearly laid down policy to promote research in its constituent college. The details are as below:

i) Budgetary allocation for research and research related activities is provided.
ii) The senior faculty is recognised to supervise the Ph.D. students.
iii) Submission of research projects to the university and funding agencies.
iv) Strengthening M.Phil. and Ph.D. programs in all the Departments.
v) Active collaboration with other research institutes for carrying out research.
vi) Organisation of research conferences, seminars and workshops at the state, national and international levels.
vii) Deputation of faculty to attend conferences/seminars/workshop within India and outside.
viii) Encourage research at Undergraduate and Postgraduate levels.
ix) Incentive for publication of research papers in peer reviewed and high impact factor journals.

x) Publication of one research paper by post-graduate, two research papers by Ph.D. students has been made mandatory.

xi) Organisation of workshops on Research Methodology at least twice in **a** year.

xii) Grant of 3 increments for those faculty members who complete Ph.D.

3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?

a. Externally funded projects (both government and private agencies):

* ***advancing funds for sanctioned projects.***
* ***providing seed money.***
* ***simplification of procedures related to sanctions / purchases to be made by the investigators.***
* ***autonomy to the principal investigator/coordinator for utilizing overhead charges.***
* ***timely release of grants.***
* ***timely auditing.***
* ***submission of utilization certificate to the funding authorities.***
* ***writing proposals for funding.***
* ***any training given for writing proposals.***

b. Institution sponsored projects:

* ***Proportion of funds dedicated for research in the annual budget.***
* ***Availability of funding for research /training/resources.***
* ***Availability of access to online data bases.***

The university administration always plays a pro-active role to facilitate the smooth implementation of the various research projects and schemes sanctioned by the externally funding agencies and internally funded by the university.

a. Externally funded projects (both government and private agencies):

➔ **Advancing funds for sanctioned projects.**

Once the project is sanctioned by the external funding agencies and all formalities are completed, the university opens a budget. In case, there is delay in realizing the installment, the university gives advance to the Principal Investigator to carry out the research activities and pays the salary of project staff.

➔ **Providing seed money.**

The university is providing seed money to the faculty for preparation of projects, travel expenses to visit the libraries to collect the data and interaction with the senior faculty outside the university.

➔ **Simplification of procedures related to sanctions / purchases to be made by the investigators:**

The university provides Annual Rate Contracts for purchase of chemicals and consumables. Principal Investigator need not be required to take administrative approval for purchase of chemicals and consumable from the authorized dealer. In case of major equipment, The Principal Investigator can invite the quotations/tenders, open the same in presence of authorized persons and follow the purchase procedure. The Principal Investigator is also authorized to spend money as per the delegation of authority.

➔ **Autonomy to the principal investigator/coordinator for utilizing overhead charges:**

Principal Investigator/Coordinator may spend fund meant for overheads as per the scheme already approved and he need not have to take prior approval.

➔ **Timely release of grants:**

Once the project is sanctioned by the funding agency and even if the installment is not received, the university advances the funds to Principal Investigator to carry out the project related activities.

➔ **Timely auditing:**

The university has appointed internal auditor who visits the university and carry out the audit weekly. He also timely carry out the audit of research projects and sends utilization certificates to the funding agencies.

➔ **Submission of utilization certificate to the funding authorities:**

The utilization certificates are prepared in the format duly signed by Finance Officer, Principal Investigator and Registrar / Principal and send to the funding agencies.

➔ **Writing proposals for funding:**

Special workshops are organized by the university on "how to write project proposals". Senior faculties who have already handled major projects assist/help the junior faculty in preparation of the project proposals.

➔ **Any training given for writing proposals.**

Regular workshops are organized for this purpose.

b. Institution sponsored projects:

- ***Proportion of funds dedicated for research in the annual budget.***
- ***Availability of funding for research /training/resources.***
- ***Availability of access to online data bases.***

➔ **Proportion of funds dedicated for research in the annual budget:**

The university, every year, makes a provision of 10% of its annual budget for research and research related activities. This amount is utilised for sponsoring the deserving projects by the faculty, organising training programs, for attending research seminars and conferences, for purchase of equipments, reagent and chemicals, for purchase of software for data entry and analysis, purchase of books and journals, internet facility, online data base, establishing research infrastructure and central advanced research facility and its maintenance.

➔ **Availability of funding for research /training/resources:**

During last four years, the university has made budgetary provision of Rs. 300lakhs, Rs. 300lakhs, Rs. 300lakhs and Rs. 400lakhs for the research and research related activities.

The university has spent Rs.50.5 million on creation of new facility for research, such as separate building and purchase of equipment.

➔ **Availability of access to online data bases:**

The faculty and students have unlimited access to online resources from central library, digital library and departments to conduct the research. They also have access to online database 'ProQuest' and 'Up-to-date' which can also the

accessed through mobile. There is access to the abstract database of 'PubMed' and 'IndMed'. Around 51 e-journals are subscribed in addition the digital library has accessibility to 96 journals through 'HELINET' consortium.

3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?

* ***between/among different departments / and***

* ***collaboration with national/international institutes / industries.***

The university always promotes interdisciplinary, multidisciplinary and trans-disciplinary research through post-graduate thesis, M.Phil., Ph.D. thesis and various pilot studies involving pre-clinical, para-clinical and clinical departments. The university encourages conducting seminars and conferences involving more than one department in any year.

The university has setup advanced research facility in the area of molecular biology and human genomics which facilitates clinicians from medicine, pediatrics, OBG and Dermatology to engage in carrying out interdisciplinary research on congenital anomalies, metabolic diseases, pre-eclampsia and dermatological conditions which are common in and around Kolar.

This research has resulted into the active research collaborations with IISc, Bangalore, Genotypic, Bangalore, JNCASR, Bangalore, MDRF, Chennai and CCMB, Hyderabad.

The research collaborations with industry and research organizations have resulted into industry driven curriculum of the program under Allied Health Sciences.

The university has signed MoU with Public Health Foundation of India and Department Public Health, University of Minnesota, Mitochondrial and Metabolic Disease Center of UCSD, USA for carrying out the research related to public health.

3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.

During last four years, the university has organized 51 workshops, training programs and sensitization programs to promote research culture in the university. The details of same are as below:

S.No.	Date	Programme	Organizing Department
1)	03-01-2011	**3rd Silver Jubilee Guest Lecture** 'Research Trends in Drug Delivery Science: An Overview' Dr. S Narasimha Murthy, Asst. Prof. in Pharmaceutics, School of Pharmacy, University of Mississippi, USA	SDUMC
2)	07-01-2011	**6th Silver Jubilee Guest Lecture** 'Magnitude of refractive errors in India' Dr. G.V.S. Murthy, PHFI, Hyderabad	SDUMC
3)	07-01-2011	**7th Silver Jubilee Guest Lecture** 'Economic implications of uncorrected refractive errors – Engaging policy makers' Dr. B.R. Shamanna, PHFI, Hyderabad	SDUMC
4)	07-01-2011	**8th Silver Jubilee Guest Lecture** 'Rapid Assessment of avoidable blindness in India – Results of the most recent survey' Dr. G.V.S. Murthy, PHFI, Hyderabad	SDUMC
5)	05-02-2011	**Workshop** Swamy Vivekananda Yoga AnussandhanaSamsthanam (S-VYASA) 'Orientation Programme on Yoga therapy for Medical professionals'	Physiology
6)	08-02-2011	**9th Silver Jubilee Guest Lecture** 'Drug Discovery and Development', Dr. MuthyalaRamaiah, Assoc. Professor, Experimental & Clinical Pharmacology, Minnesota, USA	SDUMC

7)	11-02-2011	**10th Silver Jubilee Guest Lecture** Ophthalmic manifestations of Dengue Fever; Neo vascular Age Related Mucular Degeneration; Chlamydia pneumonia antibodies- research aspects Dr. Sanjay. S, Registrar, Alexandra Hospital, Singapore	SDUMC
8)	25-02-2011 To 27-02-2011	**Workshop** 'Rapid Assessment of Avoidable Blindness Survey' Dr. B.R.Shamanna, Public Health Specialist, PHFI, Hyderabad	Ophthalmology Comm. Medicine
9)	09-03-2011 To 10-03-2011	**2nd National ResearchWorkshop** 'Application of New Biology to Medical Research in the Indian Context'	SDUAHER
10)	29-04-2011	**Workshop** 'Cervical Cancer Screening & Prevention – Opportunities'.	Community –Medicine Pathology OBG
11)	24-06-2011	**13th Silver Jubilee Guest Lecture** **'**Paradigm shift in Psychiatry: Dreams to Neurobiology to Gene-environment interaction', Dr. Naren. P. Rao, NIMHANS, Bangalore.	SDUMC
12)	05-07-2011	**14th Silver Jubilee Guest Lecture** **'**Mining of Pathogen Proteomes for Discovery of Targets with vaccines and diagnostic potential', Dr. Manohar John, Chief Scientific Officer, Pathovacs Incorporated, Ames, USA.	SDUMC
13)	19-07-2011	**16th Silver Jubilee Guest Lecture** 'Urinary Exosome Markers Biomarkers in Health and Disease' Dr. Satish Ramachandra Rao, Ph.D, University of San Diego, USA	SDUMC
14)	03-08-2011	**Guest Lecture** 'Basics of DNA Sequencing and its applications'	SDUMC
15)	10-11, Sept. 2011	**'38th Annual conference'** 'Karnataka Chapter of Indian Association of Pathologists & Microbiologists'	Pathology

16)	26-09-2011	**17th Silver Jubilee Guest Lecture** 'Molecular Biology of Ageing: The role of sirT1 in Longevity Osteoporosis' Dr. KayvanZainabadi, Massacheusets Institute of Technology, Boston, U.S.A	SDUMC
17)	15-11-2011	**Lecture** 'Fluorescence in situ hybridization – Techniques and Applications', 'Cytogenetics – Chromosomal Abnormalities' Dr. Krishnamurthy, Visiting Genetic Scientist.	SDUMC
18)	16-11-2011	**Lecture** 'Special chromosome preparation & banding techniques: Giemse trypsin banding' 'Cytogenetic Reporting & Data Presentation' Dr. Krishnamurthy, Visiting Genetic Scientist	SDUMC
19)	17-11-2011	**Lecture** 'Basics of Cell & Tissue Culture' 'Chromosomal aberration in children with suspected genetic disorders' Dr. Krishnamurthy, Visiting Genetic Scientist	SDUMC
20)	18-11-2011	**Lecture** **'**New developments in Molecular Cytogenetics' **'**Review of work carried out in the laboratory' Dr. Krishnamurthy, Visiting Genetic Scientist	SDUMC
21)	24-01-2012 to 25-01-2012	**3rd National Research Workshop** 'Fetal Origin of Childhood and Adult Disease: Genetic, Epidemic & Environmental perspectives' organized by SDUAHER	SDUAHER

22)	04-02-2012	**Guest Lecture** 'Uniquely human features of Sialic Acid Biology: implications for human evolution and disease', Dr.AjitVarki, Distinguished Professor of Medicine and Cellular and Molecular Medicine, University of California, San Diego, USA.	SDUMC
23)	10-02-2012	**Guest lecture** 'Immunological aspects of Japanese Encephalitis and Flavi Viruses" (Vaccination program) Dr. Lance Turtle, Ph.D., MBBS, MRCP, DTMH, Clinical Post-Doctoral Fellow Brain Infections Group, University of Liver Pool.	SDUMC
24)	05-06-2012	**CME** 'The Utility of Poison Control Centre in the Management of Poison Cases' Dr. V. V. Pillay, Regional Consultant for Toxicology, WHO, Amrita Institute of Medical Sciences Kochi, Kerala	Forensic Medicine
25)	25-07-2012	**Workshop** 'From patient data to Health Action & Research' for dissertation project proposal	Comm. Medicine
26)	24-07-2012	**Seminar** 'Health care informatics in 21st Century' Mr. Atul Bengeri, Industry Manager, South Asia – Health care, Intel Technologies.	SDUMC
27)	22-09-2012	**CME** on "Emerging areas of Interest for Research in Physiology"	Physiology
28)	29-09-2012 to 30-09-2012	**Workshop** 'Research Methodology & Evidence Based Medicine' by a team of Scientists lead by Dr.S.S.Goudar, UMKC – KLE Research Unit, USA.	MEU & Student Research Committee
29)	08-11-2012	**CME** 'Rational drug use and Evidence Based Medicine'	Pharmacology

30)	04-01-2013	**Guest Lecture** 'Human disease studies in the Genome Era', Dr. Eri. S. Srivatsan, Prof. of Gen. Surgery/ Biochemistry, David Geffen School of Medicine, UCLA	SDUAHER
31)	05-03-2013	**Onsite Training/** End user Orientation Programme , Electronic Journals & Ovid MEDLINE, Wolters Kluwer Health-India, Ovid Technologies, New Delhi	SDUMC
32)	07-03-2013	**Workshop:** Research Methodology	SDUAHER
33)	08-03-2013 to 09-03-2013	**4th National Research Seminar** Theme: 'Opportunities and Challenges in Medical Research in India' Resource Persons: Dr.P.Balaram, Director, IISc, Bangalore Dr.V.M.Katoch, Director General, ICMR Dr.V.Mohan, Director, MDRF, Chennai	SDUAHER
34)	08-08-2013	**CME** 'Protocol design and ethical issues in clinical research'	Pharmacology
35)	13-08-2013 To 14-08-2013	**CME** 'Research Methodology in Physiology', APPI, Bangalore chapter	Physiology
36)	30-08-2013	**'Workshop on Research methodology**' Dr. Shivprasad Goudar, Research Director, KLE University, Belgaum	SDUAHER
37)	20-09-2013 & 21-09-2013	**Conference** on "Alternative Medicine" ?	SDUAHER
38)	21-10-2013 to 23-10-2013	**Workshop** 'Research Methodology & Evidence Based Medicine' for PG students (MD/MS & Diploma) 2013-14 batch - in house faculty	MEU

39)	19-11-2013	**Guest Lecture** 'Cervical Cancer Screening in limited resources setting', Dr. Rajamanickam Rajkumar, Prof. in Comm Medicine, Meenakshi Medical College, Channai.	SDUMC
40)	20-11-2013	**Guest Lecture** 'How to write a Research Study Protocol';'Art of writing a Scientific Communication' Dr. S B Despande, Prof. of Physiology, Institute of Medical Sciences Banaras Hundu University, Varanasi, U.P	SDUMC
41)	21-11-2013	**Guest Lecture** 'Exosomes as Biomarkers source to study pre-eclampsia and acute renal failure' Dr. Satish Ramachandra Rao, Asst. Prof. of Medicine, Nephrology Division, University of California, San Diago, USA	SDUAHER
42)	29-01-2014	**Guest Lecture** 'Health Information as applicable today, does it make us smarter?' Dr. DeepanjaliDummi, Head of Health Information and Management, HCG Hospital, Bangalore	SDUAHER
43)	28-02-2014	**Guest Lecture** 'Fostering Scientific Temper', National Science Day Celebrations Shri. Narayan Guruji, Shri Satya Sai Saraswathi Educational Trust, Navnihal, Gulbarga	SDUMC
44)	13-03-2014	**Workshop** on 'Research Methodology' on Evidence Based Medicine	SDUAHER
45)	25-04-2014 to 26-04-2014	**5th National Research Seminar** Theme: 'Personalized Medicine-the Emerging Paradigm' Resource persons: Prof.Karl E.Arfors, Sweden, Dr.Stephen Brett, Imp College, London, UK	SDUAHER

46)	30-05-2014 to 01-06-2014	**DeMedCon-2014** National Undergraduate Medical Conference Key Note: Dr.Sudarshan	SDUMC
47)	30-07-2014, to 01-08-2014	**Workshop** Orientation and Research Methodology for PGs 2014-15 batch	UDOME
48)	07-08-2014	**CME** cum **Workshop** 'Scientific Writing'	Pharmacology
49)	10-09-2014 to 12-09-2014	**SDUMC-AMBKCON 2014** 2nd State Level Conference of AMBKCON	Biochemistry
50)	11-09-2014 to 12-09-2014	4th **Workshop** 'Research Methodology & Biostatistics'	SDUAHER
51)	14-10-2014	**Workshop** 'Research Methodology' for UG students	**Student Research Committee**

3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?

Researchers of eminence are invited to the University for Guest Lectures as Resource Persons for Conferences / Workshops and as a visiting faculty. The university has VIP guest house with all the amenities to accommodate them. Some of the eminent scientists and researchers who visited the university are - Dr.A.P.J Abdul Kalam, Prof. CNR Rao, Bh

arat Ratna awardee, Dr. V. M. Katoch, DG, ICMR, Prof. P.Balaram, Director of IISc, Bangalore, Dr. V. Mohan, Director, MDRF, Chennai, Prof. Karl E. Arfors, Sweden, Dr. Stephen Brett, UK, Dr.Lalji Sing, Director, CCMB, Hyderabad, Prof.K.Zindabadi, MIT, US, Prof.P.R.Krishnaswamy, Dr.H.V.Shrinivas, NIMHANS and Prof. Tapas Kundu, JNCASR,Bangalore.

The impact of these visits has resulted into the establishment of Centre for Genome Research and the research outlay is enhanced from Rs.50.0 million to Rs.100.0 million during the current fiscal. Number and quality of publication have shown significantly rising trend.

3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

During last four years, 5% of the total budget is spent on the research and now it has been enhanced to 10%.

The details of the heads of expenditure, financial allocation and actual utilization are as below: ***(Amt. Rs. in Lac)***

		2011-12		2012-13		2013-14		2014-15		2015-16	
SL.NO	**Head of Expenditure**	**Financial Allocati**	**Actual Utilization**	**Financial Allocati**	**Actual Utilization**	**Financial Allocati**	**Actual Utilization**	**Financial Allocati**	**Actual Utilization**	**Financial Allocati**	**Actual Utilization**
1	Infrastructure/ Equipment'	110	126	110	84	120	82	190	243.28	810	
2	Journals / Books/ e-Journals/	110	100	110	110	110	105	110	110	110	
3	Sponsoring for seminars/	80	45	80	47	70	51	100	55	80	
Grand Total		**300**	**271**	**300**	**231**	**300**	**238**	**400**	**408.28**	**1000**	**146.03**

Foot Note: Amount payable towards the HELINET Consortium fee for the years 2012-13,2013-14,2014-15 paid on 14.11.2014. Accordingly apportioned Rs.11, 53000/ for the year 2012-13, and Rs.11,46,000/ for the year 2013-14

3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not applicable, since the university is Institution Deemed to be University established under Sec. 3 of UGC Act, 1956.

3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the institution and other sources.

Yes, the university has provided budgetary provision for appointing research associates to carry out the research and presently 1 research associates, 5 research assistants and one research consultant all full time are appointed.

3.1.11 What percentage of faculty have utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?

Yes, the university has no provision of sabbatical leave but has a provision of study leave and presently one faculty has availed this facility.

3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

During last four years, the university has organized 5 national and international conferences. The details of names of eminent scientists and scholars who participated are as below:

Conference Theme	Date	*Eminent Scientists/Scholars*
1st National Research Seminar Theme: 'Developing infrastructure for biomedical research: opportunities for medical university'	4-5 March 2010	Dr.P Balaram, Director, IISc, Bangalore, Dr.Tonse N. K.Raju, Centre for developmental Biology, Nat. Inst. of Child Health, USA, Dr.H.B Chandalia, Director, DENMARC, Mumbai, Dr.S.S.Agarwal, Sr. Scientist, CDRI, Lucknow. Dr.AVKurpad, Dean, St. John's Research Inst, Bangalore, Dr.Gundu HR Rao, Prof. of Lab medicine & Pathology, Univ of Minnesotta, USA Dr.R.D.Lele, Hon Physician, Jaslok Hospital, Bangalore
2nd National Research Seminar Theme: 'Application of new biology to medical research in the Indian context'	9-10 March 2011	Dr.MR SathyanarayanRao, President, JNCASR, Bangalore Dr.P.Satish Chandra, Vice-Chancellor, NIMHANS, Bangalore Dr.V Rajesh P Udani, Pediatric Neurologist, PD Hinduja Hospital, Mumbai, Dr.Surendra K Yachha, Pediatric Gastroenterologist, SGPGI, Lucknow, Dr.Anita Borges, Director, Centre of excellence in Histopathology, Piramal Diagnostics, Mumbai

Conference Theme	Date	*Eminent Scientists/Scholars*
3rd National Research Seminar Theme: 'Fetal origin of childhood and adult diseases: genetic, epigenetic and environmental perspectives'	24-25 January 2012	Dr. Eric P Hoffmann, Director, Research centre for Genetic Medicine, Children's National Medical Centre, Washington DC, USA, Prof. Sudhakar M Rao, Professor, Civil Engineering, IISc, Bangalore, Dr.Y.K.Amdekar, Former Professor of Paediatrics, Grant Medical College, Mumbai, Dr.AnuranjanAnand, Prof of Molecular Biology, JNCASR, Bangalore, Dr. Jayaram S Kadandale, Centre for human Genetics, Bangalore, Dr.KoumudiGodbole, Clinical Geneticist, KEM Hospital, Pune Dr.SamiranMahapatra, Director, Open Innovation for S Asia, Unilever R&D, Bangalore
4th National Research Seminar Theme: 'Opportunities & Challenges for Medical Research in India'	7-9 March 2013	Prof.P.Balaram, Director, IISc, Bangalore, Dr.Vishwa Mohan Katoch, Dir-Gen, ICMR, Dr.Sanjiva.D.Kholkute, Director, ICMR Prof.M.R.Satyanarayana Rao, President, JNCASR, Bangalore Prof.Tapas.K.Kundu, JNCASR, Bangalore,Prof.P.Kondiah, IISc, Bangalore, Dr.V.Mohan, MDRF, Chennai, Dr.Subarna Roy, ICMR Dr.Shivaprasad.S.Goudar, Director, Womens& Children Research Unit, KLE Univ, Belgaum
5th National Research Seminar Theme: 'Personalized medicine-The emerging	25-26 April	Prof.G.Padmanabhan, former Director of IISc, Bangalore Prof. Karl E.Arfors, University of Karolinska, Sweden

paradigm’	2014	Prof. NavakanthBhat, Centre for Nanoscience, IISc, Bangalore Dr. Anura V Kurpad, St.John’s Research Inst Dr. R. D. Lele, Hon. Chief Physician, Jaslok Hospital, Mumbai Dr. Vijay Chandru, Strand Life Sciences Dr. Sanjeev Jain, ICMR

3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

- ***Training in research methodology, research ethics and biostatistics.***
- ***Development of scientific temperament.***
- ***Presence of Medical / Bio Ethics Committee.***
- ***Research linkages with other institutions, universities and centers of excellence. (national and international).***
- ***Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc.***
- ***Promotional avenues for multi-disciplinary, inter-disciplinary research.***
- ***Promotional avenues for translational research.***
- ***Instilling a culture of research among undergraduate students.***
- ***Publication-based promotion/incentives.***
- ***Providing travel grant for attending national/international conference and workshops.***

The university has taken following initiatives to facilitate research culture in the below mentioned areas:

➔ **Training in research methodology, research ethics and biostatistics:**

During last four years, the university has conducted six workshops on Research Methodology and participation was mandatory for all the members of faculty. The university in current academic year conducted one advanced training program in Research

Methodology. One of the faculty members was deputed for an advanced course on Ethics. The university also conducted programs on research ethics and Biostatistics. This has helped the university faculty to know about ethical clearance. Biostatistics training program has helped the researchers as to how to incorporate / optimally utilise /interpret scientific data in their research work.

➔ **Development of scientific temperament:**

The university has instilled scientific temperament amongst the students and faculty to undertake research activities by providing them required infrastructure and funds. Some of the initiatives are:

- Organisation of Guest Lectures by eminent scientists.
- Conduct of the journal clubs at the departmental levels is mandatory which involve critical review of research articles.
- The post-graduate students undertake research activities through their dissertations and publication of two research papers in peer reviewed journals is mandatory.
- M.Phil. and Ph.D. students submit six monthly reports on the progress of their research work and publication of two research paper is mandatory.

➔ **Presence of Medical / Bio Ethics Committee:**

The university has Medical and Bio-ethics Committee constituted as per the schedule Y of Drug and Cosmetic Rules, 1945. The said Committee meets once in a three months or as and when required.

➔ **Research linkages with other institutions, universities and centers of excellence. (national and international):**

The university has collaborations, linkages with other institutions within and outside India for research and academic activities. The collaborating institutions, outcome and their impact are given below:

Collaborating Institutions/organizations	Outcomes/ achievements	Impact
I. International		
1. University of Minnesota, USA	The research team has visited the university four times and has involved in the development of research protocol as well as development of curriculum for Master of Public Health programme Two research projects, one on Flurosis and another on ex-miner's respiratory health were developed and are in progress.	Academic benefit: starting new course: Masters in Public Health In view of translational research in future : by conducting the research in relation to health of ex-miners
2. University of Illinois, USA	A visiting faculty Dr. AraTekian has conducted workshops in Medical Education and Research	Academic development of faculty thereby strengthening of the medical Education and research
3. University of San Diego, USA & A Centre for Renal Translational Medicine,	Collaborative Research in basic science: for detecting cost-effective novel bio-marker in urine in pre-eclampsia	Enhancement in the research facilities and advancement in basic research

California		
4. MIT, USA	Rapid detection of HPV in cervical dysplasia	Ongoing research project
Collaborating Institutions/Organizations	**Outcomes/ achievements**	**Impact**
II. National		
5. Centre for Celluar and Molecular Biology (CCMB), Hyderabad	Guidance from experts in the area of research and academics Collaborative research project conducted on Type II Diabetes	Guidance from experts in the area of research and academics which helped to establish genomic and basic research laboratory and also to develop research in the area of Molecular genetics. Genetic analysis of Type II diabetes of 1250 patients.
6. Public Foundation of India, Hyderabad	To associate and take up research and also training in public health problems	Research in the community to address heath problems in ex-miners
7. St. John's Institute of Medical Sciences, Bangalore	Collaborative research: 'INSPIRE & SPECTRUM'	Financial assistance for research: INSPIRE project: Rs. 2.5 lacs, SPECTRUM: Rs. 13,000
8. Madras Diabetes Research Foundation (MDRF), Chennai	Collaborative research in the field of diabetes. Training the faculty and students in research on Diabetes	Addressing the burning issue of growing population of diabetics in India.
9. S-VYASA University,	To collaborate in the area of research and training	The University is establishing a new

Bangalore	To integrate Yoga with modern medicine	department in the emerging field of Integrating medicine envisioning commencement of new programs in the field in the time to come.
Collaborating Institutions/Organizations	**Outcomes/ achievements**	**Impact**
10. Genotypic Technologies Pvt. Ltd. Bangalore	Industry- Institute partnership to strengthen the research and training in innovative and emerging areas of genomic research	Advancement in research in areas of genomic research viz; Next generation DNA Sequencing.
11. M. S. Ramaiah Institute of Neurosciences, Bangalore	Health care services in the super specialty area of neurology and neurosurgery	Recognition of hospital as a tertiary care neuro/neurosurgical center with availability of super-specialty health care with state of art facilities for the people in rural area. Exposure of the post-graduates of Medicine and Surgery to the field of super specialty of neurology and neurosurgery.
12. Narayan Hrudayalaya, Bangalore.	Health care services in the super speciality area of cardiology and cardio-thoracic surgery for rural area	Recognition of hospital as a tertiary care centre with availability of super-speciality health care with state of art facilities for the people in rural area. Exposure of the post-graduates of Medicine and Surgery to the

		field of super speciality of cardiology and Cardiothoracic Surgery.
13. Spastic Society of India, Bangalore.	Partnership with a NGO as social accountability to provide care for children affected with spasticity and autism	Establishment of Rehabilitation centre for the children affected with spasticity and autism which created awareness in rural community about the availability of such services at free of cost.
Collaborating Institutions/organizations	**Outcomes/ achievements**	**Impact**
14. MIRLIFE Pvt. Ltd.,Bangalore	Collaborative Research & Training	Advanced Research in the biomarkers of carcinoma of Breast
15. Indian Institute of Sciences, Bangalore.	Training and collaborative research. Initiated steps to sign MoU with the institute for further strengthening of research	To strengthen the research activities To train the students and research scholars in the basic research area To procure guidance and assistance in the conducting research projects
16. District Health Authorities ICTC, PULSE POLIO,RNTCP programmes	Extension of academic and training programs to nonacademic public health providers Partners in Govt.'s NACO, eradication of polio,	Government recognized training centre for conducting training for govt.medical officers, nurses, health-workers, district progrramme managers

	tuberculosis Programme.	
17. Mitochondrial and Metabolic Disease Center of UCSD, USA for carrying out the research	MoU signed to carry out research in public health	Steps initiated recently

➔ **Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc.:**

The university offers research programs leading to award of M.Phil. and Ph.D. degrees. Presently, 8 students have registered for M.Phil. and 26 have registered for Ph.D. programs.

➔ **Promotional avenues for multi-disciplinary, inter-disciplinary research:**

To promote multi-disciplinary and inter-disciplinary research, the university has upgraded the clinical and imaging laboratories to enhance the diagnostic and research capabilities in the university teaching hospital. There are contemporary advancements in the science research laboratory of Molecular Biology and Genetics. This has facilitated productive research innovations and publications between Clinical and Basic Sciences Departments.

➔ **Promotional avenues for translational research:**

- Research for biomarkers for early diagnosis of various diseases is promoted by establishing Proteomics Research Laboratories.
- For early prediction of genetic anomalies, the university has Cytogenetic and Molecular Genetic Laboratory.
- Active collaborations with research and development wings of Biotechnology Industries such as Genotypic Ltd. and Strand Life Sciences and Institutes like CCMB, IISc and JNCASR.

➔ **Instilling a culture of research among undergraduate students:**

To instill research culture among the students, the university organizes special guest lectures of eminent scientists and is encouraged to participate in research methodology workshops. They are also encouraged to take up the ICMR-STS projects.

DeMedCon is specially designed research conference organized for the under-graduate students for the past 2 years.

➔ **Publication-based promotion/incentives:**

The university has policy to give incentives for the publication of research papers in indexed journals and career advancement scheme.

➔ **Providing travel grant for attending national/international conference and workshops:**

The university provides travel grant, registration fees to the faculty to attend the national/international conferences within and outside the country.

3.1.14 Does the institution facilitate

* ***R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market***
* ***Development of entrepreneur skills in health care***
* ***Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.***

Yes, the university facilitates in R & D for capacity building, development of entrepreneurship skills in health and leadership role in the frontiers of research. The details are as below:

➔ **R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market:**

The university has developed advance facilities in Genome and

Proteomic Laboratories and is promoting research in critical areas of development of diagnostic urinary biomarkers for facilitation of early diagnosis of common disorders like pre-eclampsia, acute renal injuries and cervical dysplasia due to HIV infection. The new knowledge generated in these areas has a potential of getting translated into practice of providing cost-effective non-innovative diagnostic kits for the benefits of the patients.

➔ **Development of entrepreneur skills in health care :**

The Department of Public Health under Faculty of Allied Health Sciences offers Master of Public Health. One of the objectives of this program is to develop entrepreneurial skills for preparation and control of diseases and promotion of health. Another add-on certificate course in Instrumentation Technology also imparts entrepreneurial skills.

➔ **Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.:**

University is taking leadership role is carrying out higher end research in the areas of Genomics, Proteomics, Cellular and Molecular Biology and Bio-technology and extend the same in other areas. Presently, University has capabilities of Karyotyping, Stem cell culturing and DNA sequencing.

3.1.15 Are students encouraged to conduct any experimental research in Yoga and / or Naturopathy?

The university has inclusive approach of teaching and conducting training and carrying out research in yoga along with health sciences. Yoga is a part of curriculum for under-graduate students of Medicine

and post-graduate students of Physiology. The university has Department of Integrative Medicine which includes Yoga.

Post-graduate diploma in Yoga is offered by the Department. The Department has completed two projects related to Yoga which are already published.

3.2 Resource Mobilization for Research

3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Recognition of the Departments by DSIR is kept on hold for their research activities, since the matter regarding Tandon Committee is pending in Hon'ble Supreme Court. However, recently Hon'ble Supreme Court has directed to MHRD and NAAC to undertake Assessment and Accreditation exercise.

In addition University has also submitted application to ICMR-DHR

i) For recognition, as Research Centre by ICMR-DHR.

- ➔ For recognition as Training Centre for medical teachers in the areas of genomics .
- ➔ Department of Medicine and Pharmacology in collaborative project INSPIRE with St. John's Research Institute, Bangalore, and research outlay of Rs.2.5 lacs.
- ➔ Department of Cell Biology and Molecular Genetics, ICMR-DHR outlay Rs.39.40 lac.
- ➔ Department of Anaesthesiology ICMR-DHR outlay Rs.21.54 lac.

- ➔ The university in collaboration with Mirlife Pvt. Ltd. DBT project on development of a novel in-vitro diagnosis test for predicting metastasis in breast cancer, outlay Rs.50.0 lacs.
- ➔ Collaborative research project with ITC food division- 30 lacs

3.2.2 Provide the following details of ongoing research projects of faculty:

There are 44 ongoing research projects. These projects are funded by external agencies and university. The details are as below:

I. University Funded Ongoing Research Projects

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
1)	2011	SDUAHER/ Res. Project/ 47/2011-12	A prospective study of effects of anemia in pregnancy in rural Kolar	SDUAHER	1,26,000
2)	2011	SDUAHER/ Res. Project/ 50/2011-12	Role of otoendoscopes as an adjunct tool in canal wall up mastoidectomy for cholesteatoma	SDUAHER	2,00,000
3)	2011	SDUAHER/ Res.Project/ 51/2011-12	Use of medical student stressor questionnaire (MSSQ) in assessing the incidence of stress among undergraduates in a medical college Kolar and quantifying the wastage –a longitudinal study	SDUAHER	25,000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
4)	2011	SDUAHER/ Res.Project/ 52/2011-12	Development of a rapid, cost-effective, and non-invasive method for detection of HPV as a causative agent in cervical and oro-pharyngeal dysplasias.	SDUAHER	2,00,000
5)	2011	SDUAHER/ Res.Project/ 54/2011-12	Prevalence of Psychiatric morbidity in intensive care unit patients.	SDUAHER	25,000
6)	2011	SDUAHER/ Res.Project/ 55/2011-12	Awareness and attitude towards mental illness among a rural population	SDUAHER	25,000
7)	2012	SDUAHER/ Res.Project/ 57/2012-13	An epidemiological study of flurosis toxicity in villages of Kolar and impact assessment of Interventions	SDUAHER	2,00,000
8)	2012	SDUAHER/ Res.Project/ 58/2012-13	Studies on serum elastase and elastase-inhibitors in infectious and non-infectious diseases	SDUAHER	1,50,000
9)	2012	SDUAHER/ Res.Project/	Novel pre-eclampsia Biomarkers in Urinary and serum exosomes	SDUAHER	5,00,000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
		59/2012-13			
10)	2013	SDUAHER/ Res.Project/ 61/2012-13	Utility of auto fluorescence in detecting tubercular lymphadenitis	SDUAHER	50,000
11)	2013	SDUAHER/ Res. Proj/ 63/ 2012-13	Health Status and Prevalence of Chronic lung disease among workers formerly employed in Gold Mining industry in Kolar, South India	SDUAHER	2,00,000
12)	2013	SDUAHER/ Res. Proj/ 64/ 2013-14	Effects of Barley and wheat semolina on Renal parameters in CKD patients	SDUAHER	50,000
13)	2013	SDUAHER/ Res. Proj/ 65/ 2013-14	Efficacy of integrated Yoga in nursing students with chronic low back pain	SDUAHER	25,000
14)	2013	SDUAHER/ Res. Proj/ 66/ 2013-14	Mutational analysis of Autosomal Recessive congenital ichthyosis with insights into structural and functional relationship of novel Transglutaminase-1 mutations	SDUAHER	2,00,000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
15)	2013	SDUAHER/ Res. Proj/ 67/ 2013-14	Genomic information-driven investigation of nutritional requirement of Leptospira	SDUAHER	3,00,000
16)	2013	SDUAHER/ Res. Proj/ 69/ 2013-14	Evaluation of ischemic modified albumin and urinary nitrites in pre eclampsia –A pilot study	SDUAHER	50,000
17)	2013	SDUAHER/ Res. Proj/ 71/ 2013-14	Evaluation of functional integrity of GH-IGF axis parameters in children of age group of 3-6 years in Kolar District. Studies based on nutritional and environmental perspectives.	SDUAHER	1,00,000
18)	2013	SDUAHER/ Res. Proj/ 72/ 2013-14	"A study of Prevalence and Risk factors of Diabetes Mellitus in Mining area of Kolar Gold Fields"	SDUAHER	2,00,000
19)	2013	SDUAHER/ Res. Proj/ 73/ 2013-14	Screening of congenital malformations in a tertiary care hospital	SDUAHER	3,40,000
20)	2013	SDUAHER/ Res. Proj/	Molecular genetic studies on Hereditary Multiple Exostoses Cases".	SDUAHER	2,20,000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
		74/ 2013-14			
21)	2013	SDUAHER/ Res. Proj/ 80/ 2013-14	Dengue Virus Serotypes in patients hospitalized for Dengue fever at R L Jalappa Hospital and Research Center, Kolar	SDUAHER	95,580
22)	2013	SDUAHER/ Res. Proj/ 81/ 2013-14	Evaluation of central compartment lymph nodes for metastasis in papillary carcinoma thyroid.	SDUAHER	50,000
23)	2013	SDUAHER/ Res. Proj/ 82/ 2013-14	Evaluation of supramandibular facial lymph nodes for metastasis in oral cavity cancers with palpable cervical lymph nodes.	SDUAHER	50,000
24)	2013	SDUAHER/ Res. Proj/ 83/ 2013-14	Evaluation of Influence of Primary Preventive Measures Implemented by Administrative Approach and Regular Health Care Approach in the Control of Risk Factors for Diabetes on Police Personnel.	SDUAHER	1,50,000
25)	2013	SDUAHER/ Res. Proj/ 84/ 2013-14	A randomized control trial of oral metformin versus parenteral insulin in the treatment of GDM and their effect on obstetric outcome.	SDUAHER	2,15,000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
26)	2013	SDUAHER/ Res. Proj/ 85/ 2013-14	To study the prevalence and identification of gestation diabetes mellitus in and around kolar using DIPSI method.	SDUAHER	50,000
27)	2013	SDUAHER/ Res. Proj/ 86/ 2013-14	Comparative study of visual clinical outcome and patient satisfaction in toric versus nontoric IOL implantation following phacoemulsification cataract surgery.	SDUAHER	150000
28)	2013	SDUAHER/ Res. Proj/ 88/ 2013-14	Gender specific Utility of lipid ratios and its correlation with systemic inflammation in Acute Myocardial Infarction(AMI) patients with Type 2 Diabetes mellitus – A Hospital Based Study.	SDUAHER	1,20,000
29)	2013	SDUAHER/ Res. Proj/ 89/ 2013-14	Serum Total Bilirubin and Oxidative stress status in Diabetic Retinopathy – A Hospital based Observational study	SDUAHER	154736
30)	2013	SDUAHER/ Res. Proj/	The pattern of Traumatic Brain Injury and its Sequel in patients utilizing services at medical college hospital in Kolar.	SDUAHER	135000

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
		90/ 2013-14			
31)	2014	SDUAHER/ Res. Proj/ 92/ 2013-14	Identification of Acid Fast Bacilli in effusions by Clot processing Technique and its validation by conventional PCR Technique	SDUAHER	187000
32)	2014	SDUAHER/ Res. Proj/ 93/ 2013-14	Platelet indices in patients with retinal venous occlusive diseases –	SDUAHER	41,500/-
33)	2014	SDUAHER/ Res. Proj/ 94/ 2013-14	Studies on Histone and Non-Histone Protein Modifications in Oral Cancer: Implications in Therapeutics"	SDUAHER	2,00,000
34)	2014	SDUAHER/ Res. Proj/ 95/ 2013-14	Spectrum of non-invasive (allergic) and invasive fungal rhino sinusitis in a tertiary health care centre.	SDUAHER	50,000
35)	2014	SDUAHER/ Res. Proj/ 96/ 2013-14	"Correlation of cardiac blood pH changes with time since death".	SDUAHER	210000/-

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant sanctioned (Rs.)
36)	2014	SDUAHER/ Res. Proj/ 97/ 2014-15	"Evalution of polymorphism in TNF- a and CARD 14 genes in psoriasis."	SDUAHER	50,000/-
37)	2014	SDUAHER/ Res. Proj/ 98/ 2014-15	"Randamized Trial of two different doses of Vitamin D Supplementatiion and Risk of Acute Respiratory infection in children in Rural kolar(Karnataka)"	SDUAHER	5,50,000/-
38)	2014	SDUAHER/ Res. Proj/ 100/2014-15	"Mutation analysis of GJB2 gene in probrands of congenital non-syndromic hearing impairment."	SDUAHER	1,70,000/-
39)	2014	SDUAHER/ Res. Proj/ 101/2014-15	Frequency of occurrence of Methyl tertrahydrofolatereductase c677t and a1298c gene polymorphism associated risk factor in couples of a recurrent pregnancy	SDUAHER	1,60,000/-

II. Projects sanctioned by External Agencies.

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant proposed / sanctioned (Rs.)
1)	2014	2014-01865	Association of serum gamma glutamyltransferase with lipid abnormalities in end stage renal disease"	ICMR	10,000/-
2)	2015	2015-03289	Assessment of awareness & practice of foot care & physical activity among people with type 2 diabetes attending a tertiary care teaching hospital	ICMR	10,000/-
3)	2015	SBIRI REF: BT/SIBRI-1245/SBIRI-24/14	Developing a novel in vitro diagnostic test for predicting metastasis in breast cancer patients	DBT approved multicentric study in association with Mirlife Pvt. Ltd.	50,00,000
4)	2015	2014-0328	Molecular studies in congenital malformations with incompatible and non-reflective cytogenetic findings	Concept proposal accepted by ICMR	Applied for 39,40,500/-

Sr. No.	Year	Number	Name of the project	Name of the Funding Agency	Grant proposed / sanctioned (Rs.)
5)	2015	2014-0240	ICMR- Consensus Guidelines for Management/Treatment of Cardiac Arrest (Cardio Pulmonary Resuscitation) in India	Concept proposal accepted by ICMR	Applied for 21,54,600/-

3.2.3 *Does the institution have an Intellectual Property Rights (IPR) Cell?*

Yes, the university has Intellectual Property Right IPR (IPR) Cell.

3.2.4 *Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?*

The Department of Molecular Genetics will be initiating shortly the process of filling patent on novel diagnostic markers.

3.2.5 *Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.*

Yes, presently, the university has two projects sponsored by the Industry. The details are as below:

Sr. No.	Title	Funding agency	Project number	Grants Received/requested (Rs.)
1)	Beta hemolytic Streptococci at Kolar: clinical infections, grouping carrier state and phage susceptibility	Ganga Gen Biotechnologies Pvt Ltd, Bangalore	SDUAHERRes. Project/36/2010-11	80,000
2)	Randomized Trial of effect of micronutrient fortified biscuit on immunity status among school children in Rural Kolar (Karnataka)	ITC Foods	Under consideration	30,00,000

3.2.6 List details of

a. Research projects completed and grants received during the last four years (funded by National/International agencies).

b. Inter-institutional collaborative projects and grants received

i) National collaborations

ii) International collaborations

The university, during last four years, has completed 9 research projects. The details are as below:

Sr. No.	Year	Project number	Title of the project	Funding agency	Funds received Rs.)
1)	2010	SDUAHER/ Res. Proj/29	A large multicenter prospective study to determine etiologies, clinical practice patterns and outcomes of strokes in India (INSPIRE)	Collaborative research with St. John's National Academy of Health Sciences, Bangalore National institute of Health , USA	2,50,000
2)	2011	HRD no-3/2/2011/PG-Thesis-HRD-16	Study and analysis of p53 and KI67 &PRb expression in premalignant and malignant cervical lesions	ICMR	25,000/-
3)	2012	13/2012-13	**S**ituational analysis of the practice patterns in cardiovascular disease management in all Regions of India	St. John's National Academy of Health Sciences, Bangalore	13,000

Sr. No.	Year	Project number	Title of the project	Funding agency	Funds received Rs.)
			using mixed research methods (SPECTRUM)		
4)	2012	3/2/2012-13/Pg-thesis-HRD-9	Cancer cervix screening among women aged 30-60 years in Devarayasamudra Primary Health center area in Kolar district	ICMR	25,000/-
5)	2012	2012-02837	Significance of urine sediment in the era of ten parameter dip stick	ICMR	10,000/-
6)	2012	2012-01644	"Apolipoprotein B levels and its relation to lipid profile in type 2 diabetes mellitus"	ICMR	10,000/-
7)	2012	2012-02731	Risk factors, lipid profile and histopathological study of oral cancers in Kolar district	ICMR	10,000/-
8)	2013	2013-00335	Clinical significance of serum amylase in acute organophosphorus poisoning	ICMR	10,000/-
9)	2013	2013-1300	Evaluation of trend on oxidative stress and antioxidants in fluoride affected areas in Kolar district	ICMR	10,000/-

3.2.7 What are the financial provisions made in the institution budget for supporting students' research projects?

The university has made financial provision of Rs.50.0 million to support the research which includes financial assistance to students research.

3.3 Research Facilities

3.3.1 What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The university is continuously upgrading/augmenting the existing infrastructural facilities and also creating new infrastructural facilities that are required for carrying out meaningful research.

The adequate budgetary provision is made in the university both for capital expenditure and recurring expenditure. In the current financial year, the university has made provision of Rs.50.0 million for construction of new building (11000 sq.ft.) for research. Additional budgetary provision of Rs.100.0 million is made to purchase equipment and construction of more space.

The university has spent more than Rs.300.0 million for construction of library, centrally air conditioned auditorium, seminar halls, digital library and is fully operational.

The university has collaboration with CCMB, Hyderabad for carrying out research in Molecular Biology and Human Genetics. Advance facilities are setup in this laboratory.

New air conditioned guest house with 10 rooms is constructed for the

visiting scientists and the faculty.

Teaching hospital is upgraded to 1050 beds for tertiary health care. Primary health care facilitates for 19 villages through PHC, Poison Detection Centre, Pharmacovigilence Centre in Pharmacology Department. All these efforts reflect the explicit University policies and strategies for promoting research.

There is a high power Advisory Committee for Research which is chaired by Padmabhushan Prof.P.Balaram, Former Director, IISc, and Padmashree Dr.V.Mohan, Director, MDRF and Dr.S.Kumar, Director, M.S.Ramaiah Medical College as members.

3.3.2 Does the institution have an Advanced Central Research facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility?

Yes, the university has advanced central research facility. The university has created Advanced Research Centre for research in Molecular Biology, Genomics and Proteomics Rs.20.0 million is spent on creating new facilities.

Advanced diagnostic facility is created in Central Clinical Laboratory and Radio-diagnosis department. To facilitate the clinical research the Medical Record Department has been upgraded and is totally digitalized.

The Advanced Central Research Facility is being further enhanced by constructing additional space of 16000 sqmt. The total estimate is Rs.50.0 million.

3.3.3 Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.

Yes, the Drug Information Centre is established in the Clinical Pharmacy Unit under the Department of Pharmacology. The drug information centre has drug information in e-format, print format, WHO monographs on drug information, journal and reviews of drug information. In addition, the Department of Pharmacology also has a Adverse Drug Reaction Centre, recognized by Indian Pharmacopia Commission under Pharmacovigilance Program of India.

3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

Yes, the university provides residential facility with computer and internet facilities to the research scholars and other visiting faculty.

3.3.5 Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The Advanced Central Research Laboratory is engaged in carrying out higher and research in Cell Biology and Molecular Genetics. The facilities are being used by the researchers from MIT, US to develop a rapid, cost effective and non-invasive method for detection of HPV as causative agent in cervical dysplasia. Researcher from Centre for Renal Translational Medicine- University of San Diego, US has undertaken collaborative research on "Role of Urinary Exosomes as Diagnostic Markers in Pre-eclampsia" in this laboratory. University's application for DSIR recognition as SIRO is pending. University has submitted

applications to ICMR – DHR for recognition as i) Research Centre ii) Research Training Centre for capacity building in genomics.

3.3.6 Clinical trials and research

* ***Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?***
* ***List a few major clinical trials conducted with their outcomes.***

Yes, the university has clearly defined clinical trials facility. The multicentric WHO sponsored clinical trial is duly registered.

Department of Obstetrics and Gynecology has been selected one of the centre for multi-centric, multi-country study titled "CHAMPION" a clinical trial on safety and efficiency of heat-stable Carbetocin used in prevention of Post-Partum Hemorrhage (PPH) by WHO. This is registered in WHO Trial No. A 65780. This will be registered with CTRI after getting approval of DCGI.

3.4 Research Publications and Awards

3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes, the university publishes quarterly research journal titled "Journal of Clinical and Biomedical Sciences" (JCBS) both in print and e-format and is duly registered with ISSN 2231-4180 and ISSN 2319-2453 respectively.

The composition of Editorial Board is as below:

Dr. A.V.Moideen Kutty	Editor-in-Chief.
Dr.B.G.Ranganath	Assoc. Editor in Chief
Dr. Pushpa P. Kotur	Editor
Dr. P.M.Beena	Editor

Editorial Board

Dr. S. Bala Bhaskar, Bellary	Dr. Latha Ragavan, Chennai
Dr. K. Prabhakar, Kolar	Dr. A. Bhaskaran, Kolar
Dr. P.V.L.N. Srinivasa Rao, Tirupati	Dr. A. Alam, Kanpur
Dr. K. Bhuvana, Kolar	Dr. C S B R Prasad, Kolar
Dr. Bindu M Kutty, Bangalore	Dr. Shameen Sharief, Bangalore
	Dr. C.D. Dayanand, Kolar

Editorial Advisory Board

Dr.P.R.Krishnaswamy	Dr.M.L.Harendra Kumar
Prof.P.Balaram	Dr.V.Lakshmaiah
Dr.V.Mohan	Dr.M.B.Sanikop
Dr.S.S.Harsoor	

Editorial Policy:

- ➔ Invite original research article, clinical investigations, review articles, case reports and letter the editor related to clinical and biomedical sciences.
- ➔ Only original research articles will be published.
- ➔ Invited review articles on current biomedical research development will be published.
- ➔ Book reviews and clinical trials which are registered in clinical trial registry.
- ➔ All manuscripts shall be subjected to the review by the experts.
- ➔ The uniform requirements for submission of manuscripts are printed on the cover page and are also available on University website. They are prepared as per the guidelines available on the website of committee of medical journal editors (www.icmje.org/arm_full.pdf).

The university journal is indexed and abstracted in Research Gate, Informatics. J.Gate, Genamics, Hinari, SIS, CAS, ICMJE, Index Copernicus and in New Jour,

3.4.2 Give details of publications by the faculty and students:

- * ***Number of papers published in peer reviewed journals (national / international)***
- * ***Monographs***
- * ***Chapters in Books***
- * ***Books edited***

* ***Books with ISBN with details of publishers***
* ***Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.)***
* ***Citation Index – range / average***
* ***Impact Factor – range / average***
* ***Source Normalized Impact per Paper (SNIP)***
* ***SCImago Journal Rank (SJR)***
* ***h-index***

The details of the papers published by faculty and students are as below:

➔ **Number of papers published in peer reviewed journals (national / international) : 2007 to 2015 (July)**

Sr. No.	Publications	No. of Publications	Percentage
1)	International #	**390**	**45.5%**
2)	National	**467**	**54.5%**
	Total	**857**	**100%**

#journals indexed with Pubmed/ Scopus / Web of science

➔ **Monographs : Nil**

➔ **Chapters in Books.**

	Name of the chapter	Author	Book details	Department
1)	Genital Prolapse (Chapter-31)	M. NarayanaSwamy S.K. Chattopadhyay	Editors: Bijoysreesenugupta, Sisir K Chattopadhyay andThankan R Varma. Gynecology for Post graduates and practitioners. Elsevier Publications 2007: 2nd Ed Chapter – 31, 443-458. ISBN; 978-81-312-04368	OBG
2)	Fibromyoma of Uterus (Chapter-32)	M. NarayanaSwamy	Editors: Bijoysreesenugupta, Sisir K Chattopadhyay and Thankan R Varma. Gynaecology for post graduates and practitioners. Elsevier Publications 2007: 2nd Ed Chapter – 32, 459-473 ISBN; 978-81-312-04368	OBG
3)	Cervical cancer: Current concepts in etiopathogenesis, screening, diagnosis and preventive measures (Chapter - 143)	Kalyani R	Editors: S. Arul Rhaj, JA Jayalal and TN Ravi sankar Text Book of Family Medicine. 2nd Edition 2011, Page No. 890-904 Book Published in India by: I.M.A. College of General Practitioners, Chennai-	Pathology

			45	
4)	Resistant Hypertension (Chapter – 23)	Prabhakar K[1] Balamurali K[2]	Editors: S. Arul Rhaj, JA Jayalal and TN Ravi sankar Text Book of Family Medicine. 2nd Edition 2011, Page No. 136-141 Book Published in India by: I.M.A. College of General Practitioners, Chennai-45	Medicine[1] Pharmacology[2]
5)	"Genetics in congenital heart disease" In:"A comprehensive approach to congenital heart disease (A Lifelong Odyssey)"	MitheshShetty	Jaypee brothers medical publishers Ist edition:2013 ISBN: 978-83-5090-267-7	Genomics
6)	Physiology of reproductive system in Comprehensive textbook of Sexual medicine – chapter in book	KarthiyaneeKutty.T	Physiology Practical Manual for UG's. 2014 Jaypee brothers Medical Publishers (P)Ltd ISBN- 978-93-5090-836-5	Physiology
7)	Respiratory Physiology	Dr. Anand T Talikoti	Editor- SatishDeshpande Principles of Anesthesia 1st Edition 2007 pages 152-180 by Paras Medical publisher, Hyderabad, India	Anesthesiology

			ISBN-13:978-81-8191-198-8	

➔ **Books edited :**

The faculty has athorised/edited four books. The details are as below:

	Book	**Editors**	**Publisher**	**Department**
1	Ear Surgery: Otitis Media Surgery Text and Atlas	G.K. Narayana	Ahuja Publishing House, New Delhi-35 1st Ed -2010 ISBN: 978-93-80316-09-3	ENT
2	Midwifery Manual	S. K Chattopadhyay[1] M. Narayana Swamy[2]	BI Publications Pvt Ltd. New Delhi. 1st Edition -2009 ISBN: 978-81-7228-314-1	OBG[2] External faculty[1]
3	Nanna Medulina Kathe (Book publication Kannada Version)	Veena T A	Book Published by – Sri Devaraj Urs University Kolar 1st Edition – 2009	Paediatrics
4	Gynecology for undergraduates- The five fingers	S. K Chattopadhyay[1] M. Narayana Swamy[2]	BI Publications Pvt. Ltd. New Delhi. 2nd Edition -2012 ISBN: 978-81-7225-340-0	OBG[2] External faculty[1]

➔ **Books with ISBN with details of publishers-4**

➔ **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.):**

Sr. No.	Indexing	Frequency	Percentage
1)	Scopus	204	23.8%
2)	PubMed	353	41.1%
3)	IndMed	130	15.1%
4)	Webscience	188	21.9%

➔ **Citation Index (Scopus) - range / average :**

- Range of citation Index is 1 to 31.
- Average citation Index is 1.84

➔ **ISI Impact Factor – range / average :**

- Range of Impact Factor is 0.1 – 6.8
- Average Impact Factor is 1.28

➔ **Source Normalized Impact per Paper (SNIP):**

- Range of SNIP is 0.004 to 2.269
- Average SNIP is 0.66.

➔ **SCImago Journal Rank (SJR):**

- Range 0.1 to 2.943
- Average 0.34

➔ **h-index (Scopus) : 8**

3.4.3 Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes?

Yes, the university publishes annual report and quarterly university news letter which includes reports, compilations, clinical round-ups, etc. Proceedings of the scientific conferences organized by the university are also published in the form of book.

Clinico-pathological case discussions are conducted bio-monthly to enrich the clinical knowledge and at the end of year they are published. Reports of national seminars, research methodology workshops and CMEs are compiled and published.

3.4.4 Give details of

* ***faculty serving on the editorial boards of national and international journals***
* ***faculty serving as members of steering committees of national and international conferences recognized by reputed organizations / societies***

➔ The list of the faculty serving on the editorial boards of national and international journals is as below:

Sr. No.	Faculty Member	Editorial Board of Journals
1)	Dr. AVM Kutty Registrar, SDUAHER	Editor in Chief- Journal of Clinical and Biomedical Sciences, SDUAHER
2)	Dr. K.S. Gopinath Surgical oncologist	Editor in chief- Indian Journal of Surgical Oncology, Springer publication
3)	Dr. PF Kotur Vice chancellor, SDUAHER	1.Editor in Chief - SAARC Journal of Anaesthesia 2. Editorial Board, Indian journal of Anesthesia
4)	Dr.Sudha Reddy V R Associate professor of	National editorial advisory board- Indian Journal of Maternal, Fetal & Neonatal

	pediatrics	Medicine, Red Flower Publications
5)	Dr.Venkateshu.K.V Prof. & Head of Anatomy, SDUMC	Associate Editor- Karnataka chapter of Anatomists, Bangalore
6)	Dr.M.B.Sanikop Principal & Professor of Anatomy SDUMC	Advisory Board- Karnataka chapter of Anatomists, Bangalore
7)	Dr. PushpaKotur Professor of OBG	Editor-Journal of Clinical and Biomedical Sciences, SDUAHER, Kolar
8)	Dr. Beena Professor & HOD of Microbiology	Editor - Journal of Clinical and Biomedical Sciences, SDUAHER, Kolar
9)	Dr.Raghavendra BN	International Journal of Health Information & Medical Research
10)	Dr. Ranganath, Dr. K. Prabhakar, Dr. CSBR Prasad, Dr .Bhuvana K, Dr. CD Dayanand.	Editorial Board members - Journal of Clinical and Biomedical Sciences, SDUAHER, Kolar

➔ The details of Faculty serving as members of steering committee of national and international conference organised by reputed organisations/societies are as below:

Sr. No.	**Faculty MEMBER**	**National committees and International committees**
1)	Dr. UmeshKrishnamurty Professor of Radiodiagnosis	Organizing Secretary 61st National conference of IRIA, Bangalore 2008.
2)	Dr. PR Krishna swamy Scientific advisor, SDUAHER	Organizing Chairperson Five National Research Seminars, 2010-14 SDUAHER, Kolar
3)	Dr. Roop Narayan Coordinator (R&D) SDUAHER	Organizing Secretary. Three National Research Seminars 2010-12 SDUAHER, Kolar
4)	Dr.P.F.Kotur	Organizing Chairman

	Vice Chancellor, SDUAHER	9th International Congress of SAARC association of Anesthesia Bangalore, 2011 Reception Committee Member Dubai Anesthesia, 2015
5)	Dr. BG Ranganath Vice principal Professor of Community Medicine	Organizing secretary 4th and 5thNational Research Seminar, 2013 & 2014, SDUAHER, Kolar
6)	Dr. CD Dayanand Professor of Biochemistry	Treasurer 4th and 5thNational research seminar 2013 & 2014 SDUAHER, Kolar
7)	Dr. TN Suresh Coordinator (Research)	Joint Organizing secretary 4th and 5thNational research seminar 2013 & 2014 SDUAHER, Kolar
8)	Dr. Shashidhar Professor & HOD of Biochemistry	Joint Organizing secretary 4th and 5thNational research seminar 2013 & 2014, SDUAHER, Kolar

3.4.5 Provide details for the last four years

* ***research awards received by the faculty and students***
* ***national and international recognition received by the faculty from reputed professional bodies and agencies***

➔ ***Research awards received by the faculty and students:***

During the last four years, following faculty received research awards:

Sr. No.	**Title of the Prize / Award**	**Purpose**	**Faculty Name & Designation**	**Awarding Authority**	**Venue where awarded**	**Date/ year of Award**
1)	2nd prize	Scientific Paper presentation	Dr. Hemalatha A	38th annual KCIAPM state conference,	SDUMC, Kolar	2011
2)	1st prize	Scientifi	Dr. Vasavi B	CYTOCON	SDM,	2011

	–	c poster presentation		National cytology conference	Dharwad	
3)	2nd prize –	Scientific poster presentation	Dr.RizwanJaved	CYTOCON National cytology conference	SDM, Dharwad	2011
4)	Dr.Purushottam Gold Medal	Innovations in ENT	Dr K C Prasad	30th AOI Karnataka state conference	Vydehi Inst of Medical Sciences, B'lore	2012
5)	Dr.Vijayendra Gold Medal	Scientific Paper presentation	Dr K C Prasad	30th AOI Karnataka state conference		2012
6)	2nd prize	Scientific Paper presentation	Dr.Hemalatha.A	International CME in Pathology Histopathology and Cytopathology	Goa Medical College, Goa.	Feb 2012
7)	2nd prize	Scientific Paper Presentation	Dr.Munikrishna	24th KSOGA	KIMS, Hubli	Oct 2013
8)	2nd prize	Scientific Paper presentation	Dr. Suresh T.N	International CME in Pathology Histopathology and Cytopathology	Goa Medical College, GOA	Feb 2013
9)	Gold medal	Innovation in ENT-Kolar Nose	Dr. Philip John(post graduate)	AOI state conference	KMC Manipal	2013.

10)	Best Presentation	Scientific paper presentation	Dr.Ananya Lakshmi	25th KACH conference	BMCRC, Bangalore	2013
11)	1st Prize	Poster presentation	Dr. Sumathi M.E	AMBICON 2013 conference	Bhubaneshwar, Orissa	7th-11th Dec 2013
12)	Best poster award	Poster presentation	Dr. Revathi Ramesh Pharmacology	International workshop on "research writing skills-publish or Perish	SDUMC Kolar	12th& 13th Nov2013
13)	First prize	Oral presentation	Dr.Revathi Ramesh Pharmacology	46th Annual Conference of indian pharmacological Society	NIMHA NSE Convention Centre Benagalore	16th to 18th December 2013
14)	Dr.K.V.Shah Gold Medal	Scientific paper presentation	Dr K C Prasad	60th National conference of Association of Otolaryngologists of India	Mysore.	Jan 2014
15)	2nd best case report	Case report presentation	Dr. Rajesh. G	ISPD National conference	Kolkata	Nov 2014
16)	Best poster Presentation	Poster presentation	Dr.Chethan Kumar.G Pharmacology	3rd international & sixth national Annual Conference of the indian society for rational Pharmacother	SDUMC Kolar	21st& 22nd Nov 2014

				apeutics		
17)	Best Oral Presentation	Oral Presentation	Dr. ManpreetKaur	2nd national undergraduate medical conference	SDUMC Kolar	24th & 25th April 2015

➔ ***National and international recognition received by the faculty from reputed professional bodies and agencies:***

During last four years following faculty received recognition at the national and international level agencies:

Sr. No.	Name	Award	Authority	Place/ Date
	Dr. M L Harendra Kumar Dean of Medical faculty Prof. of Pathology	Fellow of Indian college of Pathologists award	Indian Association of Pathologists and Microbiologists	Patiala, Dec 2011
	Dr. Vinutha Shankar Prof. and Head of Physiology	FAIMER fellowship	FAIMER, Philadelphia	2011
	Dr. Sarala N Director UDOME Prof. & Head of Pharmacology	FAIMER fellowship	FAIMER, Philadelphia	2012
	Dr.PR Krishnaswamy Scientific Advisor	Dr. RajgopalRao Endowment lecture	Society of Biological Chemist, CSIR-CFTRI,	Mysore. 29th March 2012
	Dr.Prabhakar Professor of Medicine	FIMSA (Fellow of International medical sciences academy)	International medical sciences academy	12th may 2013

	Dr. PF Kotur Vice-Chancellor	1.Lifetime achievement in the field of Anesthesia 2.Teacher of Teachers 3.First Indian to be Executive Committee Member Fellow of Indian college of Anaesthesiologist	Indian Society of Anesthesiologists. KLE University, Belgaum 2012 World Federation Society of Anesthesiologists. Indian society of Anesthesiology	Madurai, 2015 Belgaum, 2011 2014
	Dr. Venkata-Rathnamma Professor of Medicine	Most active site award International project funded by NIH.	St. Johns Research Institute, Bangalore	2014

3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.

During last four years average number of post-graduate students guided by each faculty is as below:

Faculty	2011-12	2012-13	2013-14	2014-15
Medicine	8	8	8	8
Surgery	6	6	6	6
OBG	6	6	6	5
Orthopedics	6	6	6	6
Pediatrics	3	3	3	3
Dermatology	2	2	2	2
ENT	4	4	4	4
Ophthalmology	4	4	4	4

Radiology	4	4	4	4
Anesthesiology	3	3	3	3
Community Medicine	2	-	2	2
Pathology	4	4	4	4
Microbiology	3	-	-	2
Pharmacology	3	3	3	3
Forensic medicine	-	-	-	1
Physiology	3	-	-	-
Biochemistry	2	-	-	-

Presently, the university has recognized 14 teachers to supervise the work of M.Phil. and Ph.D. students and on an average each teacher is supervising the work of two students details are as below:

Faculty	2011-12	2012-13	2013-14	2014-15
Biochemistry	-	2	1	-
Physiology	-	-	1	-
Pathology	1	-		-
Microbiology	-	-	1	1
Allied health sciences	-	-	2	-
Molecular genetics & Cell biology	-	-	-	1
ENT	-	-	1	-
Radiodiagnosis	-	-	1	-
Medical Education	-	-	1	-
Nursing	-	-	1	-

3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The university has Publication Committee which checks and screens manuscripts with SHODHGANGA plagiarism software.

Dissertations of post-graduate students, M.Phil and Ph.D. thesis before submission are subjected to this software.

The supervisor and the student are required to give undertaking stating that work incorporated in dissertation and thesis is of original in nature and not copied from any other courses.

The editorial committee of the university journal is also using plagiarism software.

During last four years, two cases of plagiarism were reported and in one case author were warned and other case manuscript was withdrawn.

3.4.8 Does the institution promote multi/interdisciplinary research? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors?

Yes, the university promote multi-disciplinary research involving both Faculty of Medicine and Faculty of Allied Health Sciences. There are seventeen interdisciplinary ongoing research projects and nine departments are involved in carrying out these projects. The details of the multi-disciplinary projects and the departments involved are as below:

Sr. No	Project No	Title	Allied Health Sciences	Medical Faculty
1)	SDUAHER/ Res Proj/ 32/2010-11	Study on "Genetics Susceptibility of Type 2 Diabetes Mellitus And Its Complications In The Indian Population": Part of Multicentric study at SDUMC Kolar	Cell biology & molecular Genetics	Medicine
2)	SDUAHER/ Res.Project/ 60/2012-13	Efficacy of carica papaya leaf extract in Dengue – Add a therapy in Medical Management – A pilot study.	AHS	Medicine
3)	SDUAHER/ Res.Project/ 52/2011-12	Development of a rapid, cost-effective, and non-invasive method for detection of HPV as a causative agent in cervical and oro-pharyngeal dysplasias.	Cell biology & molecular Genetics	OBG ENT Community Medicine
4)	SDUAHER/ Res.Project/ 59/2012-13	Novel pre-eclampsia Biomarkers in Urinary and serum exosomes	Cell biology & molecular Genetics	OBG Biochemistry Genome lab
5)	SDUAHER/Res. Proj/65/ 2013-14	Efficacy of integrated Yoga in nursing students with chronic low back pain	Yoga Nursing	Orthopaedics

6)	SDUAHER/ Res. Proj/ 66/ 2013-14	Mutational analysis of Autosomal Recessive congenital ichthyosis with insights into structural and functional relationship of novel Transglutaminase-1 mutations	Cell biology & molecular Genetics	Dermatology Biochemistry
7)	SDUAHER/ Res. Proj/ 67/ 2013-14	Genomic information-driven investigation of nutritional requirement of Leptospira	Cell biology & molecular Genetics	Biochemistry Microbiology
8)	SDUAHER/ Res. Proj/ 69/ 2013-14	Evaluation of ischemic modified albumin and urinary nitrites in pre eclampsia –A pilot study	Proteomics	OBG Biochemistry
9)	SDUAHER/ Res. Proj/ 71/ 2013-14	Evaluation of functional integrity of GH-IGF axis parameters in children of age group of 3-6 years in Kolar District. Studies based on nutritional and environmental perspectives.	Cell biology & molecular Genetics	Community Medicine Paediatrics
10)	SDUAHER/ Res. Proj/ 73/ 2013-14	Screening of congenital malformations in a tertiary care hospital	Cell biology & molecular Genetics	Paediatrics
11)	SDUAHER/ Res. Proj/ 74/ 2013-14	Molecular genetic studies on Hereditary Multiple Exosomes Cases".	Cell biology & molecular Genetics	Orthopaedics Pathology
12)	SDUAHER/ Res. Proj/ 92/ 2013-14	Identification of Acid Fast Bacilli in effusions by Clot processing Technique and its validation by conventional PCR Technique	Cell biology & Molecular Genetics	Pathology Microbiology
13)	SDUAHER/ Res. Proj/ 94/ 2013-14	Studies on Histone and Non-Histone Protein Modifications in Oral Cancer: Implications in Therapeutics"	JNCASR, Bangalore	Head & Neck surgery Pathology
14)	SDUAHER/	"Evalution of polymorphism in TNF- a and CARD 14	Cell biology &	Dermatology

	Res. Proj/ 97/ 2014-15	genes in psoriasis."	molecular Genetics	
15)	SDUAHER/Res. Proj/99/ 2014-15	"Developing a novel in vitr diagnostic test for predicting metastasis in breast cancer patient."	Cell biology & molecular Genetics Mirlife Pvt. Ltd	Pathology surgery
16)	SDUAHER/ Res. Proj/ 100/ 2014-15	"Mutation analysis of GJB2 gene in probrands of congenital non-syndromic hearing impairment."	Cell biology & molecular Genetics	Pediatrics
17)	SDUAHER/ Res. Proj/ 101/ 2014-15	"Frequency of occurrence of methylenetetrahydrofolatereductase (mthfr) c677t and a1298c gene polymorphism associated risk factor in couples of recurrent pregnancy loss"	Cell biology & molecular Genetics	OBG

3.4.9 Has the university instituted any research awards? If yes, list the awards.

Yes, the university has instituted research award for the faculty, students and the departments for their achievement. These awards are given at the time of Independence Day and Teachers Day celebrations of the university. The details of research awards are given below:

Sr.No.	Award	Awardee	Year
1)	The Best Teacher	Dr. Harendrakumar Professor of Pathology	2013
2)	The Best Department	Pathology	2013
3)	The Best Teacher	Dr. Sarala Prof. & HOD of Pharmacology	2014
4)	The Best Department	Pathology	2014
5)	HonorisCausa (MD)	Dr. P. Balaram Former Director, Indian Institute of Science, Bangalore	2014
6)	HonorisCausa (DSc)	Dr. V. Mohan Director, Madras Diabetes Research Foundation (MDRF), Chennai	2015
7)	Best Department	Department of Pharmacology	2015
8)	Best Teacher	Dr.T.N.Suresh, Prof. of Pathology	2015

3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions?

The faculty or student who receives recognition at the state, national and international levels or their research contributions are given incentives such as cash prize, additional increments, career advancement scheme, felicitation during the Teachers Day ceremony.

3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.

The university has recognized 14 faculty as a Ph.D. guides, 05 faculty for M.Phil and 50 faculty for post-graduate dissertations.

3.5 Consultancy

3.5.1 What are the official policy/rules of the institution for structured consultancy? List a few important consultancies undertaken by the institution during the last four years.

Yes, the university has official policy for structured remuneration and non-remunerative consultancy. The University offers, consultancy services to both public and private sectors. Some of the consultancies undertaken by the university are as below:

- Presently, the university is offering non-remunerative consultancy to the public sector including state government through various departments.

- **The Department of Community Medicine:**

  The Department of Community Medicine is providing consultancy services to the State Government in the areas of monitoring and evaluation of national health programs and training to the government health care personnel.

  The faculty is actively engaged in evaluation of MDA under lymphatic filariasis elimination program undertaken by the Regional Office of the Health and Family Welfare, Government of India in the endemic districts Gulberga, Raichur and Yadgir.

  Monitoring pulse polio program in Kolar district and HIV sentinel

activities of NACO, training of State Government medical officers, nurses, ANM and pharmacists of Kolar district for implementation of national health programs.

➔ **UDOME:**

UDOME undertakes Training programs for Medical Education Technology for faculty of other Medical Colleges.

➔ **Department of Paediatrics:**

Faculty of the Department is recognised to train government health care personnel for National Rural Health Mission.

➔ **Department of Dermatology:**

Department is recognised for training health care personnel for RTI/STI prevention and control program conducted by District Health and Family Welfare, Kolar.

➔ **Department of Psychiatry:**

The proposal is submitted to state government to establish Psychiatry Day Care Centre under Public Private Partnership (PPP).

Department of Anaesthesia and Department of Emergency Medicine have recognised trainers and offers BLS and ACLS training to Medical Officers and also general public.

3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope and range of activities?

Yes, the university has University-Industry-Partnership Cell. This cell is active through the Department of Molecular Biology and Human Genetics has collaboration with Genotypic Technologies Pvt. Ltd., Bangalore, MIRLIFE Pvt. Ltd., Bangalore, ITC Foods and Ganga Gen Biotechnologies Pvt. Ltd. for collaborative research. The total outlay

involved is more than Rs.10.0 million.

3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?

The information of expertise of the university available for consultancy is displayed on the websites of the university as well as of the constituent college and the teaching hospital.

Mostly the university offers consultancy to the state and central government departments to implement the national and state health policies for training purpose.

3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?

The university is located in Kolar and has locational disadvantage for offering the consultancy in a rural environment. However, the faculty extends all the assistance to state government and Government of India to implement their health sciences in rural area.

3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners.

The non-remunerative consultancy services provided to the various government departments are as below:

Medical centre receiving consultancy services	**Consultancy providing departments**
District General Hospital, Kolar	Medicine Surgery

	Obstetrics &Gynaecology Anaesthesiology Paediatrics Orthopaedics
BEML Hospital, KGF	ENT Surgery Nutritionist
Practitioners of Medicine	Pathology
Psychiatric Day Care Centre	Psychiatry

3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.

The university offers consultancy in the following areas:

i) Training ,
ii) Programs Monitoring and Evaluation;
iii) Medical Speciality Consultancy;
iv) Psychiatry and
v) Forensic Medicine

The university is supplementing and complementing state functions related to the various schemes under National Rural Health Mission and do not charge any consultancy to the State.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experience during the last four years.

The university community is sensitized on the institutional social responsibilities through its objectives. The university considers the

following as a prime Institutional Social Responsibilities. (IRS):

- ➔ Provision of free primary to tertiary level health care facilities to the people residing in and around Kolar.
- ➔ Providing primary health care facility to the backward communities of Kolar and neighbouring districts through Primary Health Centre (PHC), Rural Health Centres (RHC) and periodic health camps.

To achieve these ISR activities, the Department of Community Medicine organizes free general health camps, eye camps, cancer detection camps, outreach clinics, school health programs, health education programs and effective implementation of NRHM initiatives of the State. The faculty and students actively participate in these activities.

NSS, YRS and other associations also organize extension and outreach activities such as Swachha Bharat Abhiyan, Community Cleaning Campaign, tree sampling plantation, community health education activities and blood donation camps. University has donated Rs.50 lakhs each for i) cleaning the 'Kolaramma Kere' only water tank resource for the city of Kolar through district administration and ii) for construction of class rooms for Government Arts College, Kolar. In addition, University has also installed RO drinking water facilities at the Government Schools and Colleges at a cost exceeding Rs.10 lakhs. These activities have created social awareness among the students and realized their role in nation building activities.

3.6.2 How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

The university promotes university-neighborhood network and student engagement in sanctioned community development through the

network of primary health centres which covers geographical cluster of 19 villages. The Department of Community Medicine with the help of other departments provides 24x7 health care facilities to these villages.

The people with credible standings from these neighborhoods are invited to be the members of various institutional committees related to extension activities. Their active involvement is ensured through giving them responsibilities at their community level and they represent the vital link between the community and the hospital. The Departments and their faculty networks with the local practioners, schools, colleges, district administration, district health workers, people's representatives and NGOs for effective implementation of the various health related social, extension and outreach activities.

3.6.3 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs?

The students and faculty actively participate in extension activities through NSS, YRS and other clubs and associations. The Community Medicine Department has signed MoU with District Health Authorities to adopt Primary Health Centre (PHC) covering 19 villages. The facility and students provide community based health care services.

The students through NSS have launched various programs on women and child welfare, health and hygiene, sanitation. The Community Medicine Department and NSS units work in tandem with local NGOs and village panchayat to implement various camps and NRHM activities.

The university organized National Integration Camp for three successive years i.e. 2013, 2014 and 2015 and has given opportunity to the students and faculty to interact with students and faculty from other

states and universities.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

The Community Medicine Department carried out survey of ex-miners of erstwhile Bharat Gold Mine, Ltd. at KGF. The KGF mine was closed in the year 2000 and the miners became unemployed and deprived of organized health care services. The survey carried out by the department revealed that unemployment and chronic diseases were the important issues of the ex-miners. The university since then has started providing free health services to these ex-miners community based health facilities.

The Department carried out social survey of women in six villages under Devarayasamudra PHC in Mulbagal taluk to assess their risk for cancer of uterine cervix and to screen them for early cancer. The cancer screening activity is now extended to other villages.

A survey of flurosis affected people and high concentration of fluoride in drinking water was also carried out by the Department. Based on the outcome people were educated on effect of high level of fluoride in the drinking water and need for safe drinking water.

Another survey was carried out about the deliveries in the local PHCs and outcome revealed that women must go to the PHC which has better road connectivity for safe delivery.

The Women Empowerment Cell identified women/girls with **basis** education in the neighborhood and offered computer and English language courses for them, which has made them employable. The cell also sensitizes the women on mother's health and child care.

The Department of Community Medicine also undertook factors associated diabetics and cardiovascular diseases among police personnel in KGF. Measures were suggested to reduce the risk factors through lifestyle education.

Research on pulmonary function in rice mill workers, quarry workers and rural women using biomass fuel for cooking and effect of traffic noise level on professional drivers have been carried out by the Department of Physiology. Results are being under process.

3.6.5 Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles?

The university has developed following mechanism to track the students' involvement in various social movements/activities to promote their citizenship role:

- ➔ Attendance registers are maintained for all social and cultural activities.
- ➔ NSS activities of the students.
- ➔ Participation of students in various extension and outreach activities.
- ➔ Participation in various health related camps.
- ➔ Monitoring of their day to day log books / diaries.

3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.

The university ensures the involvement of community in the outreach activities through the members of local authorities, village

grampanchayat, health workers of the public health departments, NGOs, etc.

The community participation is mainly ensured through the interaction visits to the villages, slum and meeting with the members of local authorities, village grampachayat, health workers and NGOs. Their various problems related to outreach activities are discussed with them and Department of Community Medicine, NSS, WEC and YRC etc. prepare strategic plan to address their problems/issues by arranging yearlong outreach activities by involving them.

The details of the outreach activities under taken by the institution are as below:

- ➔ Adoption of PHC at Devarayasamudra in Mulbagal Taluk through PPP model and addressing health related issues of 19 villages.
- ➔ Arogy Raksha Samiti (ARS): this ARS Committee comprises of members from the local communities, faculty and students. They meet as and when required and address the problems within their domain.
- ➔ The university has employed, ANMs, nurses qualified laboratory technicians and class IV employees from the local communities and they are involved actively in carrying out the outreach activities in their area.
- ➔ Health related outreach activities for Muslim community are extended by dedicated health related facility in their locality.
- ➔ The ex-minors of Kolar Gold Field (KGF) residing in the colony are suffering from chronic diseases which are addressed with the help of local practioners and involving union leaders.
- ➔ As a part of the institutional social responsibility, the university has distributed 35000 health cards to the people living in and around

Kolar and has commenced 'Free for All' treatment with effect from 20-2-2014 and free health care facilities are provided to them.

- ➔ The university through its teaching hospital ensure the effective implementation of National Rural Health Mission Schemes and various schemes of the State Government.
- ➔ The teaching hospital of the university organises mega health camps at block levels by involving elected members of the local authorities and NGOs.

3.6.7 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

The efforts of the university in organizing health check up camps, implementation of various patients are schemes such as VAS, Bala Sanjeevani and Yashaswini, etc. are always appreciated by the local authority and the State Government. Our chairman has been conferred the prestigious Sri Devaraj Urs Award – 2015, in recognition of his contribution for upliftment of backward classes as per the principles and philosophy of Sri Devaraj Urs, former Chief Minister and the champion of backward classes.

3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

The university has adopted structured approach to promote the overall development of its students from rural/tribal background. Some of the initiatives of the university in this direction are as below:

- ➔ On an average around 30% enrolment constitute students from the rural area and socially disadvantaged communities. The university provides them tuition fee waiver, hostel accommodation, special

coaching to bring them in main stream, book bank facility is provided to them, English communication skills through the language laboratory and providing employment in the university at various levels.

- ➔ Every year, university awards Devaraj Urs scholarship of Rs.25000/- each to 10 students belonging to backward community and 10 scholarships of Rs.25000/- each to the OBC category students in the memory of Ramkrishna Hegde.
- ➔ The university also has 'Earn while Learn Scheme' where student undertake part-time job in the university Laboratory.

3.6.9 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

The university effectively promotes the Social Justice Policy of the State in admission to its various programs and appointment of faculty, staff and women.

Every year around 30% students are admitted from SC/ST and OBC category and given all the facilities including scholarship of Rs.25000/- to 40 students every year. Around 50% enrolment constitutes women students and 39% faculty constitutes women teachers and more than 40 staff belong socially disadvantaged communities.

These initiatives reach to the community through the advertisement of admission and recruitments.

3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?

The university actively participates in annual themes/programs of WHO and ICMR initiatives and programs.

The university promotes the conduct of health days with themes identified by WHO and ICMR. Some of the health days that are regularly conducted are World Health Day, World Environment Day, World Population Day, World AIDS Day, ORS Day, Doctors Day, Diabetic Day, Anti Malaria Month, World Breast Feeding Month, World TB Day, Breast Cancer Awareness Month, World Blood Donor Day, World Leprosy Day, World Alzheimer Day, International Yoga Day, World Heart Day, No Tobacco Day and National Science Day. During these occasions, the university organizes various awareness programs in the form of rallys, exhibitions, health checkup camps, screening camps, etc.

The Department of Community Medicine participates in monitoring the WHO State Pulse Polio Program. The Department of Paediatrics and Orthopedics coordinate with the WHO NPSP Officer in AEP surveillance in the university hospital. The university has provided space for WHO sponsored programs like RNTCP and ICTC, TB and HIV.

3.6.11 What is the role of the institution in the following extension activities?

* ***Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.***
* ***Awareness creation regarding potable water supply, sanitation and nutrition.***
* ***Awareness creation regarding water-borne and air-borne communicable diseases.***

* ***Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.***
* ***Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.***
* ***Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.***
* ***Complementary and alternative medicine.***
* ***Pharmaco economic evaluation in drug utilization.***
* ***Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.***
* ***Promotion of mental health and prevention of substance abuse.***
* ***Adoption of population in the geographical area for total health care.***
* ***Research or extension work to reach out to marginalized populations.***

The university plays excellent role in undertaking following extension activities:

➔ **Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions:**

The university has adopted Primary Health Centre (PHC) under PPP mode at Devarayasamudra, Mulbagal Taluk which cater to health needs of 19 clusters of 19 villages. The university has distributed 35000 health cards to the people residing in and around Kolar and with effect from 20-2-2014, the university has declared

totally free treatment for all at its teaching hospital. All the community outreach programs for prevention, detection, screening, management of diseases and rehabilitation are carried out at free of cost at the PHC level and then if required are referred to the hospital for further free investigations and free treatment. The Department also carried out various surveys for prevention and detection of diseases.

➔ **Awareness creation regarding potable water supply, sanitation and nutrition:**

The districts of Kolar, Raichur and Gulbarga have unique problem of potable water. The fluoride level of drinking water is very high and people in these three districts suffer from water-borne diseases. The university created awareness programs and sensitized the people about the effects of polluted potable water. The university also organized awareness programs in the rural area about the malnutrition and sanitation.

➔ **Awareness creation regarding water-borne and air-borne communicable diseases:**

The Community Medicine Department in collaboration with the Pollution Control Board, NGOs and other government departments organized the camps and sensitized the people about water-borne and air-borne communicable disease.

➔ **Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc. :**

The Community Medicine Department organizes awareness campaign on non-communicable diseases. They have carried out

the survey of women in the six villages for uterine cervix cancer, stress related disease and exhibitions on diabetes, mental health, road accidents and trauma.

The Department of Community Medicine carried out the screening for cardiovascular disease risk factors among the police personnel women of KGF, Chintamani and Siddlaghatta taluks of Kolar and Chakkabullapur and they were sensitized about the diabetes and cardiovascular diseases.

➔ **Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases:**

The university promotes AYUSH System of medicine among the faculty, students, patients and neighborhood communities. The Department of Integrative Medicine and Yoga are started. Yoga is being regularly practiced by the students and is advocated for the patients. The university has appointed full-time Director of Physical Education who looks after the Physical Education related activities and has a full time qualified yoga teacher as well.

➔ **Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular:**

University created awareness about the benefits of yoga in all its health camps and mega health camps. University celebrated 'International Day of Yoga' week and conducted various activities viz, Rally, exhibition, debates, essay competitions and yoga practice sessions.

➔ **Complementary and alternative medicine:**

The university hospital, wherever possible, promotes

complementary and alternative medicine. The Ayurvedic and Homeopathic Physicians employed by the University participate in various camps organized by the community medicine.

➔ **Pharmacoeconomic evaluation in drug utilization:**

The hospital infection committee conducts periodic assessment drug use and contributes for developing antibiotic policy. The Department of Pharmacology also undertakes pharmacoeconomic studies of the drugs by studying efficacy, effectiveness and efficiency which are considered for evaluation of the benefits of the drug.

➔ **Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.**

The Department of Community Medicine with the association of other Departments in the hospital actively participates in the implementation of National Rural Health Policy. They organize various awareness programs, health checkup camps for senior citizens, school children, women and children.

➔ **Promotion of mental health and prevention of substance abuse:**

The Department of Psychiatry undertakes weekly programs on mental health in the communities of Kolar districts. Lectures on mental health and substance abuse are also organized. The hospital has government sponsored 'Psychiatric Day Care Centre'.

➔ **Adoption of population in the geographical area for total health care:**

The university has adopted Primary Health Centre (PHC) which caters the health care needs of geographical cluster of 19 villages.

The university hospital through this PHC provides health care facilities to the people of these 19 villages. Besides, university has also distributed health cards to 35000 people residing in and around Kolar who also gets free health care facilities from the Hospital. With effect from 20-02-2014 the University has declared 'Free for all' treatment at its teaching hospital.

➔ **Research or extension work to reach out to marginalized populations:**

The university reaches out to marginalised population of Kolar and Raichur districts and provide health related facilities at free of cost through the extension works, health check up camps.

3.6.12 Do the faculty members participate in community health awareness programs? If yes, give details.

The faculty working in all the Departments actively participates in community health awareness programs through the various activities such as awareness rallies, diseases screening programs, health check up camps, participation in the various activities related to National Health Programs. The details of the activities are already discussed in 3.6.11.

3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?

The teaching hospital of the university implements National Programs for prevention and control of disease. The hospital has provided space to the government to run RNTCP, ICTC units and Day Care Psychiatric Centre to provide TB control, HIV/AIDS and psychiatry problems prevention and treatment services respectively. Under immunization program, vaccines are procured from the district health

office and are administered to the newborn child and children visiting Pediatrics Department.

The screening unit of the hospital screens patients for infectious diseases which are notified by the District Authority.

Evaluation of MDA lymphatic filariasis elimination program for the Regional Office of the Health and Family Welfare, Government of India has been regularly undertaken by the faculty in the endemic of Gulbarga, Raichur and Yadgir districts.

3.7 Collaborations

3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially because of collaborations?

The university has signed 17 MoUs with other universities, research institutes and industries for carrying out joint research programs, sharing research facilities, sharing research data, exchange of students and faculty.

The details of the MoU such as partner university/institution, outcome and their impacts are as below:

Collaborating Institutions /Organizations	Outcomes/ achievements	Impact
I. International		
1. University of Minnesota, USA	The research team has visited the university four times and has involved in the development of research protocol as well as development of curriculum for Master of Public Health program Two research projects, one on Fluorosis and another on ex-miner's respiratory health were developed and are in progress.	Academic benefit: starting new course: Masters in Public Health In view of translational research in future : by conducting the research in relation to health of ex-miners
2. University of Illinois, USA	A visiting faculty Dr.AraTekian has conducted workshops in Medical Education and Research	Academic development of faculty thereby strengthening of the medical Education and research

3. University of San Diago, USA & A Centre for Renal Traslational Medicine, California	Collaborative Research in basic science: for detecting cost-effective novel bio-marker in urine in pre-eclampsia	Enhancement in the research facilities and advancement in basic research
4. MIT, USA	Rapid urinary test to detect HPV in cervical dysplasia	On going project
5. Mitochondrial Society, USA	Collaborative research in the area of Public Health	Initiative
II. National		
6. Centre for Cellular and Molecular Biology (CCMB), Hyderabad	Guidance from experts in the area of research and academics Collaborative research project conducted on Type II Diabetes	Guidance from experts in the area of research and academics which helped to establish genomic and basic research laboratory and also to develop research in the area of Molecular genetics Genetic analysis of Type II diabetes of 2000 patients.
7. Public Foundation of India, Hyderabad	To associate and take up research and also training in public health problems	Research in the community to address heath problems in ex-miners
8. St. John's Institute of medical Sciences , Bangalore	Collaborative research: 'INSPIRE & SPECTRUM'	Financial assistance for research: INSPIRE project: Rs. 2.5 lacs SPECTRUM: Rs. 13,000
9. Madras Diabetes Research Foundation (MDRF), Chennai	Collaborative research in the field of diabetes.	Addressing the burning issue of growing population of diabetics in India.

	Training the faculty and students in research on Diabetes	
10. S-VYASA University, Bangalore	To collaborate in the area of research and training To integrate Yoga with modern medicine	The University is establishing a new emerging field of Integrating medicine
11. Genotypic Technologies Pvt. Ltd. Bangalore	Industry- Institute partnership to strengthen the research and training in innovative and emerging areas of genomic research	Advancement in research in areas of genomic research
12. M. S. Ramaiah Institute of Neurosciences, Bangalore	Health care services in the super specialty area of neurology and neurosurgery	Recognition of hospital as a tertiary care centre with availability of super-specialty health care with state of art facilities for the people in rural area Exposure of the post-graduates of Medicine and Surgery to the field of super specialty
13. Narayan Hrudayalaya, , Bangalore.	health care services in the super specialty area of cardiology and cardio-thoracic surgery for rural area	Recognition of hospital as a tertiary care centre with availability of super specialty health care with state of art facilities for the people in rural area Exposure of the post-graduates of

		Medicine and Surgery to the field of super specialty
14. Spastic Society of India, Bangalore.	Partnership with a NGO as social accountability to provide care for children affected with spasticity and autism	Establishment of Rehabilitation centre for the children affected with spasticity and autism which created awareness in community about the availability of such services at free of cost.
15. MIRLIFE Pvt. Ltd.,Bangalore	Collaborative Research & Training	Advanced Research in the biomarkers of Ca Breas
16. Indian Institution of Sciences, Bangalore.		To strengthen the research activities To train the students and research scholars in the basic research area To procure guidance and assistance in the conducting research projects
17. District Health Authorities : ICTC, PULSE POLIO,RNTCP programmes	Extension of academic and training programs to nonacademic public health providers Partners in Govt.'s NACO , erad.ication of polio, tuberculosis Programs	Government recognized training centre for conducting training for govt.medical officers, nurses, health-workers, district Programme managers Financial Impact:

3.7.2 Mention specific examples of how these linkages promote

* ***Curriculum development***
* ***Internship***
* ***On-the-job training***
* ***Faculty exchange and development***
* ***Research***
* ***Publication***
* ***Consultancy***
* ***Extension***
* ***Student placement***
* ***Any other (specify)***

The collaboration with the other universities, research institutions and industry have enhanced the quality of various academic activities of the university.

The details are as below:

➔ **Curriculum development**

The collaborations with industry has helped to design and develop the industry driven curriculum. Scientists from collaborating institutions are members of Boards of Studies and Academic Council and their respective capacities; they help to update the curriculum. The Scientists from PHFI and University of Minnesota-US were involved in the curriculum development of MPH under Faculty of Allied Health Sciences. The collaboration with S-VYASA resulted in the introduction of post-graduate diploma in yoga practice. Collaboration with UIC, USA has helped for Medical Education.

➔ **Internship :**

Collaboration with Kidwai Cancer Institute, Bangalore, National

Institute of Mental Health and Neurosciences and Narayana Hrudayala and PHC of State Government has helped for training of interns, post-graduate and under-graduate students.

➔ **On-the-job training :**

Collaborations with Madras Diabetes Research Foundation, Chennai, IISc, Bangalore, S-VYASA University have resulted into the on-the-job training for the students and advanced training for the faculty.

➔ **Faculty exchange and development:**

The collaboration with University of Minnesota, US, University of San Diego, US, CCMB, Hyderabad, St. John's Institute of Medical Sciences, Bangalore, IISc, Bangalore and Genotype Technologies Pvt. Ltd., Bangalore have helped faculty exchange for the advance training in research.

➔ **Research**

The collaborations with PHFI, University of Minnesota, Genotypic Technologies, IISc., CCMB have helped for conduct of Research and also for scientific publications of the University.

➔ **Publication:**

The above said collaborations with all the organisations have resulted in publications of research papers by the University jointly with them.

➔ **Consultancy:**

The collaborations with Kolar Gold Field and BEML has resulted into consultancy activities related to the health care facilities and carrying out surveys. The outcome of the same is being used for research.

➔ **Extension:**

The collaborations with Government of Karnataka and Ministry of Health, Government of India have resulted into providing health care facilities to the 19 villages and implementation of the various schemes of the Government of India under National Health Programs.

➔ **Student placement:**

Adoption of Primary Health Centres (PHC) under PPP model for 19 villages has helped for placement of students for their internship and also the undergraduates.

3.7.3 Has the institution signed MoUs or filed patents with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?

Yes, the university has signed MoUs with the institutions of national and international importance other universities and industries for carrying out joint research projects, faculty exchange, student exchange and sharing laboratory facilities. These MoUs helped to enhance the quality of research and development activities of the university.

3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Yes, under the university-industry interactions, with Genotypic Pvt. Ltd. and Strand Life Sciences has resulted into establishment of Proteomic Laboratory which conducts high profile molecular and genetic studies utilizing the next generation sequencing and microarray.

3.7.5 Give details of the collaborative activities of the institution with the following:

* ***Local bodies/ community***
* ***State government / Central government /NGOs***
* ***National bodies***
* ***International agencies***
* ***Health Care Industry – Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)***
* ***Service sector***
* ***Any other (specify)***

The university has collaborative activities with the following:

➔ **Local bodies/ community:**

The extension and outreach activities are carried out for neighborhood communities by involving local bodies. The population of 19 villages are benefitted.

➔ **State government / Central government /NGOs :**

All the health related schemes of the State Government and Government of India are effectively implemented with assistance of NGOs.

➔ **National bodies :**

Collaborations with National bodies to implement RNTC and HIV/AID programs.

➔ **International agencies :**

Implementation of various health related programs/activities of WHO through hospital and NSS.

➔ **Health Care Industry – Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO):**

The University has established Herbal Garden in the campus by collaborating with University of Horticulture and GKVK, Bangalore. Some clinical trials are being conducted in the hospital.

➔ **Service sector**

The university has active collaboration for providing health care facilities to the ex-miners of KGF and Bharat Earth Movers, Ltd.

3.7.6 Give details of the activities of the institution under public-private partnership.

➔ The university has adopted 3 Primary Health Centres under Public

Private Partnership (PPP) which caters to the health care needs of people residing in the respective geographical areas.

1) PHC at Devaraya Samudra.
2) PHC of Vemgal
3) PHC of Sugutur

➔ Day Care Psychiatric Centre established at the teaching hospital caters to the psychiatry needs of local population.

➔ Teaching hospital of the University houses all the Government sponsored health schemes viz Vajpayee Arogya Scheme, Yashaswini, Balasanjivini etc to offer patient care to the needy population.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The university plans and ensures adequate availability of physical infrastructure depending on the programs offered and statutory requirement of the regulating council and also ensures the optimum utilization of the same.

The university is located on a sprawling campus measuring 72 acres and 30 guntas located across the Bangalore-Tirupati highway.

The campus accommodates University Administrative Block, Medical College building, R.L.Jalappa Hospital and Research Centre, Library Block, Staff Quarters, Hostels for men and women, Guest houses, Sports complex, Bank with ATM and Laboratories and Classrooms for Department of Allied Health Sciences, Vinayaka temple, Parking area, Generator backup room, Water purification plant, Water recycling plant, Utility store, Recreation hall, Shopping Complex, cafeteria and other buildings for ancillary services .

The details of the infrastructural facilities available with their areas is as below:

Sr. No.	Name of the Building	Area *(Sq. Mts.)*
1)	University building	2155 sqmts
2)	Medical College	18316 sqmts
3)	Teaching Hospital	36711 sqmts

4)	Guest houses, quarters for teaching and nonteaching staff	13560 sqmts
5)	Hostels for undergraduates, interns, postgraduates and residents	32289 sqmts
6)	Medical Record Department	**337** sqmts
7)	University Department of Medical Education	**337** sqmts
8)	Centre for Clinical Skill and Simulations	**337** sqmts
9)	Rural Health Training Centre	618 sqmts
10)	Auditorium, playground, indoor sports complex, canteen and buildings and other ancillary services	3996 sqmts
11)	Library complex	3654 sqmts
12)	Genome Centre	216 sqmts
13)	Kolar OPD and Urban Health Centre	3002 sqmts

4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes, the university has a policy of creation and augmentation of the infrastructure facilities in order to promote a good teaching-learning environment.

During last four years, the university has augmented and created new infrastructural facilities by spending Rs.770.54 millions and this includes.

➔ Upgradation of Department of Medical Education, Clinical Skills and Simulation Laboratories.

- ➔ e-learning facilities through e-podium with audio-visual aids in all lecture halls and demonstration halls.
- ➔ Silver Jubilee Building for library and information science with state of art facilities.
- ➔ Centrally air conditioned auditorium with audio-visual facilities with seating capacity of 1100.
- ➔ New hostels for men and women are constructed with reading room facilities.
- ➔ CCTV surveillance is provided on the campus.
- ➔ Asphalt roads within the campus.

4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes, all the post-graduate departments in the Medical College, Hospital and Allied Health Sciences have facilities like administrative office, common rooms, separate rooms for faculty, departmental libraries and separate wash rooms for women, men and staff.

All the administrative offices and other rooms are well furnished and well equipped with computers and internet facilities.

4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?

The university has provided barrier free environment in college building, hospital building, library, hostels and lecture theatres by providing lifts, ramps and wheel chairs. Separate washrooms are available for differently abled persons.

4.1.5 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

The university is continuously augmenting and creating facilities to promote interest of students in sports and cultural activities. Some of the facilities available on the campus are:

- ➔ University provides both indoor and outdoor game facilities.
- ➔ Shuttle Badminton Court and Table Tennis facilities with proper lighting.
- ➔ Outdoor facilities for cricket, football, volley ball, basket ball lawn tennis, kabaddi and khokho.
- ➔ 100x 2 mts. synthetic running track.
- ➔ Separate multi gym facility for men and women.
- ➔ The university regularly conducts ***'PARVA'*** – an annual sports and cultural meet which provide opportunity to the students in sports and cultural activities.
- ➔ Centrally air conditioned silver jubilee auditorium with 1100 seating capacity, auditorium with capacity of 400 and A-V hall with capacity of 250 are available for cultural and other activities.
- ➔ Yoga centre conducts regular yoga classes.
- ➔ The university regularly, conducts inter-collegiate meet ***'PLEXUS'***- to promote sports and cultural activities and NSS & YRS for extension activities.
- ➔ Separate unit of musical instruments is available for the students.
- ➔ Fully qualified and trained Director of Physical Education, coaches and experts are available to coach the students for various games.

➔ Besides, recreation facilities like TV, Magazines are also available in all hostels.

4.1.6 What measures does the institution take to ensure campus safety and security?

The university ensures 24x7 security to the campus through the security guards and CCTV surveillance on the campus. The faculty, students and staff are provided with the ID Cards, 24x7 helpline through toll free number ***1800-4253-245***. All the students are provided transport facility to bus station and railway station. 24x7 uninterrupted power supply is provided to the campus and 24x7 health care facilities through the hospital.

4.1.7 Facility of Animal House

* ***Is animal house maintained as per CPCSEA guidelines?***
* ***Whether records of animal house are maintained for learning and research activities?***
* ***Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines?***

Yes, the university maintains animal house as per the CPCSEA guidelines and university has reconstituted 'Institutional Animal Ethics Committee' and applied to CPCSEA for renewal of registration vide our letter No.DMC/KLR/ADMN/2911/2014-15 dated 20th March, 2015. The existing Registration number is 759/03/ac/CPCSEA dated 6th March, 2003, renewed and valid till 2018.

The university has well maintained record of animal house for teaching-learning and research activities. The University has employed a qualified veterinary surgeon to look after the animals. The university has also employed well trained personnel for maintenance of animal house and same is being maintained at optimal environment. All

animals are regularly checked by the veterinary doctor and appropriate waste disposal facility is available.

The animals are being used only for teaching-learning and research activities and standard protective measures are in place for the safety of the staff working in animal house.

4.1.8 Provide the following details on the use of laboratories / museums as learning resources:

* ***Number***
* ***Maintenance and up-gradation***
* ***Descriptive catalogues in museums***
* ***Usage of the above by the UG/PG students***

There are 20 laboratories and 14 museums in the Medical College and post-graduate departments of Allied Health Sciences. All these laboratories are equipped with required instruments, equipment, computers and furniture and all are well ventilated as per the norms of the Medical Council of India. All laboratories are properly maintained and upgraded as per the needs of the revised curriculum. Both laboratories and museums have one staff member identified for each to function as curator. He is responsible for maintenance and upgradation.

All museums have descriptive catalogues. The catalogues give all the details about use of specimens. Majority of the departments have digitalized the catalogues in the museum and the students can access the details of any specimen in the museum on the computer. Museums are utilized by the departments to strengthen the teaching learning process. The museums maintain the utility register.

Laboratories and museums are extensively used by the under-graduate and post-graduate students and museums serve as one of the best

learning resource to the students and is a place of reflection of lessons taught, which help them to acquire knowledge.

All the laboratories are utilized by the students for practicals, hands-on and clinical experience. The clinical skills and simulation laboratory is established which provides hands-on training with simulators.

SOPs for all equipments are available in the laboratories. OSCE and OSPE laboratories are periodically updated.

4.1.9 Dentistry

* ***Dental chairs in clinic – specialty wise***
* ***Total dental chairs***
* ***Schedule of chair side teaching in clinics – specialty wise***
* ***Number of procedures in clinics per month and year***
* ***Mobile dental care unit***
* ***Facilities for dental and maxillofacial procedures***
* ***Dental laboratories***

The university has constituent medical college and has a dental unit. The Medical College has dental unit equipped with the basic equipment such as dental chairs, ultrasonic cleaning appliances, aerators, micro motors and X-ray unit. The urban Health Centre has one dental chair and x-ray unit.

The under-graduates (MBBS) are posted to dental unit during II MBBS for 15 days in dental OPD as their minor clinical posting and trained for fixed partial denture, complete denture and obturators for post maxillectomy cases.

4.1.10 Pharmacy

- *Pharmaceutical Science Laboratories*
- *Museum for drug formulations*
- *Machine room*
- *Herbarium / crude drug museum*
- *Balance room*
- *Chemical store*
- *Instrumentation facilities*
- *Pilot plant*
- *Computer aided laboratory*

Not applicable.

4.1.11 Yoga and Naturopathy

- *Demonstration hall with teaching facility to cater to the needs of the students.*
- *Diet Service Management Department*
- *Yoga cum multipurpose hall for meditation and prayer*
- *Solarium compatible for multimedia presentation*
- *Mud Storage Unit*
- *Outdoor Facilities - Walking track with reflexology segment.*
- *Swimming Pool*
- *Naturopathy blocks*

The university has the Department of Integrated Medicine and offers post-graduate diploma in Yoga therapy.

The Department has qualified Yoga teacher and instructors, consultation room, demonstration and meditation hall for Yoga therapy measuring 50 sqmts with audio-visual facility, Yoga mats, neti pots, etc. Yoga therapy is also used for the rehabilitation of the patients

admitted to the hospital. Evidence based Yoga therapy is offered to the needy patients.

4.1.12 Homoeopathy

* ***Museum and demonstration room (Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic Materia Medica, Organon of Medicine including History of Medicine)***
* ***Repertory with Computer Laboratory and Demonstration Room***

Not applicable.

4.1.13 Nursing

* ***Nursing Foundation Laboratory***
* ***Medical Surgical Laboratory***
* ***Community Health Nursing Laboratory***
* ***Maternal and Child Health Laboratory***
* ***Nutrition Laboratory***
* ***Pre clinical Laboratories***
* ***Specimens, Models and Mannequins***

The Sponsoring Trust runs a College of Nursing which is affiliated to Rajiv Gandhi University of Health Sciences, Bangalore and has all these facilities.

4.1.14 Ayurveda

* ***Herbal Gardens***
* ***Museum Herbarium***
* ***Panchakarma Facility***
* ***Eye Exercises Clinic***
* ***Kshara Sutra and Agni Karma Setup***

* ***Ayurveda Pharmacy***

Not applicable. But the University has established a Herbal Garden and has huge collection of medicinal plants. Garden is intended to be used for Teaching and Learning purposes.

4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.

* ***Meditation Hall***
* ***Naturopathy blocks:***

Yes, the university has Meditation Hall measuring 50 sqmts and is provided with audio-visual facilities, yoga mats, etc.

4.1.16 Provide details of sophisticated equipments procured during the last four years.

The university has procured following equipments during last four years. The details of which are as below:

	2011
Sl. No.	**Equipment**
1)	E.T.O. Sterilizer
2)	Nikkiso Haemodialysis System
3)	Ysu -408 Hphv Steri High Pressure High Vacuum Horizontal Rectangular Sterilizer
4)	Platelet Agitator
5)	Harmonic Scalpels
6)	Urine chemistry Analyzer
7)	Centrifuge E M/C R8c 2.Swingouthead 16x15ml Remi
8)	ESR 2010 Analyzer
9)	1. Foetal Monitor Dira With 12.1 Monitor 2. Foetal Monitor Dira With 12.1 Monitor With Monitoring

10)	Trinocular Inverted Tissue Culture (Phase Contrast) Microscope With Camera attachment (Model- Primovert With Axicam Erc 5s)
11)	1.Whole Body U.V. Therapy Unit LCD Control With 36nbuvb Tubes Integrated Dosimeter System .With All Standard Accessories
12)	Thermo Scientific* Sorvall* Legend*Ea Xtra,230v
13)	C-Arm Imageintensifier Multimob 5c9
14)	C-Arm Imageintensifier Multimob 5c9

	2012
Sl. No.	**Equipment**
1)	Spiral CT Scanner-16 Slice With All Std Accessories
2)	Ultra Freezer- 80' C, Model No: URC-V-380-4 Volume- 380 Ltr
3)	Thermo Scientific *Sorvall* Legend* Ea Xtr, 230v
4)	St Art 4 Coagulation Analyser With Std Accessories
5)	Zeiss 1 Fr Pro Surgical Operating Microscope
6)	ABG Machine
7)	Thermo Scientific* Sorvall* Legend*Ea Xtra,230v
8)	Zeiss Opmi 1 Fr Pro Surgical Operating Microscope
9)	ABG Machine
10)	1.Amplamodel2085-7segment Display 2.Phototherapy Bilitron 3006
11)	Keratometer
12)	Colonoscope With All Accessories
13)	Phaco Hand Piece Ulite F.Visalis
14)	3c Neuro Head Frame With Accessories
15)	Standlone Etco2 Module
16)	Inspiration 5i Ventilator
17)	Stryker High Definition Three Chip Camera System
18)	Stryker High Definition Three Chip Camera System For Mis-Surgery
19)	Audio screener System
20)	Dash 2500 Patient Monitor With All Std Accessories
21)	Plasma Expresser Model-Pe300
22)	1.Surgical Diathermy Model D450vi 2. Surgical Diathermy Model D450vi

	2013
SL. No.	**Equipment**
1)	ENT Operating Microscope With All Std Accessories
2)	Nikkiso HD System 27
3)	Surgical Diathermy Model D450vi Cuadra Single Channel
4)	Stryker With All Std Accessories
5)	PCR Equipment Set
6)	Human Physiology System (Model : Ptb4151-Spl)
7)	ELISA (Rt-6100 Microplate Reader Rayto)
8)	1.Fiber Uretero-Renoscope E- Line 2.Flexible Fiber –Urethro- Cystoscope
9)	Datex-Ohmeda Trusat Pulse Oximeter With All Std Accessories
10)	1.Semi Automatic Biochemistry Analyzer 2.Hematology Cell Counter Three(3)Parts
11)	Inspiration7i Neonatal/Pediatric/Adult With All Std Accessories
12)	C-Arm
13)	Source Unload/ Loading On Theratron Phoenix Sl.No.190 Cobalt Unit
14)	Lithotripsy Surgical Table
15)	1.Fb-8v Broncho fiberscope 2.Fb-15v Bronco fiberscope
16)	Laparoscopy With All Std Accessories
17)	Endocam Performance HD Set 50hz
18)	Panoview-Telescope
19)	Octave With All Std Accessories
20)	Octave Nephs
21)	18 Channel MAGNETOM Avanto 1.5T MRI with Dot.
22)	Micro Elctron Hdr V3 Di With All Std Accessories
23)	Bio-Spectro Photo Meter Sipper & Touchscre
	2014
Sl. No.	**Equipment**
1)	Digital Video Colposcope
2)	Rack Mounted Application Server With All Std Accessories
3)	1.Soniciad Bd 4000xs Fetal Monitor Twin 2. Soniciad Bd 4000xs Fetal Monitor Single
4)	Merilyer-Eiquant Immunology Elisa reader
5)	Audiometer Ad- 2100
6)	Nikkiso Haemodialysis System
7)	Sirephos 2000-1.300
8)	3d Workstation with all std accessories

Equipment for Genetic lab (2011-2014)	
1)	Vestfrost-17 To 24 Degc Upright Freezer 344cp
2)	Horizontal Suburanie Electrophoresis 7.5 X 15 Cm
3)	Millipore / Milipack Filter
4)	Electrophoresis Instrument
5)	Remicycol Mixer
6)	Microcentrifuge, Biology Japan Make
7)	Acculab Electronic Precision Balance
8)	Sartorius Electronic Balance
9)	Surepropf 2 Bowl System
10)	Gel Documentation System
11)	Research Microscope, Model Axiolmager A2
12)	Genetic Analyser
13)	PCR

4.2 Clinical Learning Resources

4.2.1 Teaching Hospital

* ***Year of establishment :***

  Teaching hospital was established in 1994.

* ***Hospital institution distance:***

  Hospital is located in the same campus.

* ***Whether owned by the college or affiliated to any other institution?***

  Yes, it is owned, managed and maintained by the University.

* ***Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?***

  The accreditation process by NABH and NABL is under process.

* ***Number of beds :***

The main teaching hospital R.L. Jalappa Hospital and Research Centre has 1167 beds and Kolar OPD & Kolar urban Health Centres has 40 beds.

* ***Number of specialty services:***

The hospital has 20 specialty services.

* ***Number of super-specialty services :***

No. of super-specialty services are 10.

* ***Number of beds in ICU / ICCU / PICU / NICU, etc. :***

- ***In teaching hospital of Medical College –63***
- ***ICU = 14***
- ***ICCU = 13***
- ***PICU = 10***
- ***NICU = 27***

* ***Number of operation theatres:***

- ***Operation theatres in R.L.Jalappa Hospital & Research Centre – 17 (Major = 16, Minor = 01)***
- ***Operation theatres in Kolar OPD & Urban Health Centre – 02 (Major=1, Minor =1)***

* ***Number of Diagnostic Service Departments :***

Pathology	***Biochemistry***
Microbiology	***Radiology***
Genomic Research Laboratory	***Forensic Medicine***

* ***Clinical Laboratories :***

Microbiology, Pathology, Biochemistry, Genomic Centre, Forensic Medicine

* ***Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant,* Manifold Rooms*, pharmacy services:***
  * Laundry:
    - Washing machine 50 Kgs - 2 nos.
    - Hydro extractors 30kgs – 2nos.
    - Stain removers – 2 nos.
    - Iron tables – 4 nos.
    - Steam generators – 1 no.
  * Existing kitchen in the ladies hostel is commonly being used.
  * CSSD:
    - Autoclave - 500 lts 2 nos.
    - Autoclave - 600 lts 1 no
    - Cylindrical autoclaves – 2 nos.
  * Backup power supplies:
    - ***Generators – 8 nos. of capacity (750+600+500+500+500+250+62.5+30 KVA)***
  * ***AC plant:5nos***
  * ***Manifold Room: 1 no***
  * ***Pharmacy services:3 no (1 at outpatient, 1 at in in-patient and 1 at night time).***
* ***Blood Bank services :***
  - ***Valid License: Yes, No: KTK/28C/254/2012, valid up to 21.12.2017 from Drug Controller of India& Centre for Drug Standards Control Organization (DCI & CDSCO)***
  - ***Facilities are available for blood components separation viz., Preparation of Packed Cells, Platelets, Fresh Frozen Plasma and Cryoprecipitate.***

- *Adequate blood storage facility to the tune of 850 units is available.*
- *All blood units are tested as per guidelines of the apex body of the blood bank before being despatched from the blood bank.*
- *Designated and well trained / experienced personnel are working in this unit.*

Sl.No	Name of the Faculty	Designation
1)	*Dr.Subhashish Das* *Professor of Pathology*	*I/C Blood Bank Officer*
2)	*Dr.Shilpa MS* *Asst. Professor of Pathology*	*Asst. Blood Bank Officer*
3)	*Mrs.Kamalamma*	*Technical Supervisor*
4)	*Mr.Anand*	*Senior Lab Technician*
5)	*Mrs.Phebe*	*Lab Technician*
6)	*Mr.Prabhakaran*	*Lab Technician*
7)	*Mrs.Swathi*	*Lab Technician*
8)	*Mrs.Veena*	*Lab Technician*
9)	*Mrs. Rose Mary*	*Lab Technician*
10)	*Mr.Shabbir Khan*	*Lab Technician*
11)	*Mr.Neeranjan*	*Lab Technician*
12)	*Mr. Abdul Rehaman*	*Lab Technician*

* ***Ambulance services:***

  24x7 services provided with 3 ambulances.

* ***Hospital Pharmacy services :***

  Three Pharmacy centres are available. One for out patients and others for inpatients and emergency services.

* ***Drug poison information service:***

Poison Detection Centre situated in the teaching hospital has the facility to detect 50 Poisons / toxic components viz; Heavy metals, Insecticides, Pesticides, Rodenticides, Antidepressants, Antipsychotics, Aspirin and other Medical Drugs

* ***Pharmacovigilance :***

- ***Our institute has been functioning as Peripheral Pharmacovigilance (PV) Centre since 2005 under Regional Pharmacovigilance Centre (South) JIPMER, Pondicherry and all the Adverse Drug Reactions (ADRs) reports were sent to them every month.***
- ***Now the university has a Adverse Drug Reaction Monitoring Centre recognised by Indian Pharmacopeia Commission, under Pharmacovigilance program of India (PvPI).***
- ***Pharmacology department collects information about adverse drug reactions from the hospital and documents. Pharmacovigilance committee has been constituted and it regularly conducts meeting every 4 months. Adverse drug reactions over 4 months are compiled, report prepared and presented during the Clinico-pathological conferences, thus creating awareness among treated to provide inputs to treating physicians.***

* ***Mortuary, cold storage facility:***

The mortuary is equipped with 2 autopsy tables and cold storage facility for four dead bodies is available.

* ***Does the teaching hospital display the services provided free of cost?***

Yes, teaching hospital has displayed at the following places the boards informing that the services provided in the hospital are free of cost.

- ***At the entrance of the hospital, main lobby, OPDs, Wards and at emergency medical department.***
- ***The patients and their attendants are also informed by Public Relation Officers at the time of admission about free services provided.***

* ***What is the mechanism for effective redressal of complaints made by patients?***

- ***Suggestion boxes are provided at the reception of the hospital for providing feedback by the patients/relatives/attendants.***
- ***Patients or their attendants can contact Public Relation Officers in their specific counters.***
- ***Feedback forms are available at the help desk of the hospital. Feedback is obtained from all the inpatients at the time of discharge which are analyzed and discussed in hospital development committee meeting every month and the remedial measures are suggested by the committee which are implemented forthwith.***

* ***Give four years statistics of inpatient and outpatient services provided.***

Year	*2011*	*2012*	*2013*	*2014*
OP	*3,29,369*	*3,56,216*	*4,07,548*	*5,07,546*
IP	*2,22,585*	*2,54,152*	*2,45,269*	*2,76,845*

* ***Does the hospital display charges levied for the paid services?***

  Yes, the hospital displays charges levied for the paid services.

  - ***At the reception of the hospital the list of paid services is being displayed.***
  - ***At the Help desk all the queries of the patients are answered by the Public Relation Officers.***
  - ***At the time of admission again the patients are informed about the services by Public Relation Officer.***
  - ***Receipt is provided for paid services rendered to the patients.***

* ***Are the names of the faculty and their field of specialization displayed prominently in the hospital?***

  Yes, the names of the faculty, field of specialization, designations and OPD days are displayed at their respective Out Patient Departments and also display of day-wise consultants is available.

* ***Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?***

  Yes,

  - ***Pictorial depictions along with local language are displayed to represent the various areas of the hospital in floors.***
  - ***The facilities and areas of the hospital are being continuously displayed through television at the reception/ waiting lounge.***
  - ***Hospital Model is placed at the hospital lobby.***

* ***Is there a prominent display of ante-natal, mother and child health care facilities?***

  Yes, the facilities are displayed at Obstetrics and Gynaecology Department.

* ***How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?***

  Yes, the patient's rights, responsibilities and health care costs are displayed at the reception of the hospital.

* ***How does the hospital ensure that proper informed consent is obtained?***

  Hospital ensures collection of the Informed consent forms by patient's and/ their legal heirs.

* ***Does the hospital have well-defined policies for prevention of hospital-acquired infections?***

  ***Yes, Hospital Infection Control Committee as per the guidelines of WHO for Prevention of hospital acquired infections is functional a*nd the entire process is monitored by bio-safety waste management controlling officer.**

* ***Does the hospital have good clinical practice guidelines and standard operating procedures?***

  Yes, the Standard Operating Procedure manuals are available in treating emergency conditions in the hospital.

* ***Does the hospital have effective systems for disposal of bio-hazardous waste?***

Yes,

- ***The bio-hazardous waste is segregated at the point of its generation in colour coded bins as per the guidelines.***
- ***The segregated bio-medical waste disposal is outsourced to M/s. Meera Enivrotech Pvt. Ltd., Bangalore. (Government Recognized agency) vide order No: SDUAHER/ KLR/PURCHASE/1507/2013-14 dated: 5-7-2013 valid up to 31-05-2018.***
- ***Radio-active bio-hazard material disposal is outsourced to Theratronics as per AERB guidelines.***
- ***There is a committee for Bio-medical Waste Management to regularly monitor the process.***
- ***The entire process is monitored by bio-safety waste management controlling officer.***
- ***Manual for Standard Operating Procedure for bio-medical waste management has been displayed in the hospital.***

* ***How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?***

Yes,

- ***The health care providers are oriented about the universal precautions to be adopted in the hospital while treating patients depending on the risk involved patient wise.***

- *Emergency department follows SOPs in treating critical patients.*
- *To manage mass causalities, the hospital has a disaster management committee.*
- *ICU and operation theatre are fitted with air handling units.*
- *Infection control committee will oversee the cross-infections and control of the infections.*
- *Safety measures are displayed and training to the staff members is provided periodically.*
- *Thirty two fire alarming detectors and fire hydrant systems is provided.*
- *WHO recommended safety guidelines are followed in all the operation theatres and wards of the hospital.*
- *Fire Extinguishers are placed at various locations in the hospital.*
- *The hospital personnel are trained regarding fire safety measures by fire extinguisher Department.*

* ***How are the Casualty services/Accident and Emergency Services organized and effectively managed?***

- *24x7 Ambulance services to provide the emergency services to the needy patients from periphery to hospital.*
- *Well organized patient receiving area*
- *Triaging system – Red, Yellow and Green zone*

- ***Emergency ward is well equipped to attend all types of emergencies through SOPs.***
- ***The department of Emergency Medicine provides 24x7 initial treatments in triage area for various illness and injuries by specialists.***
- ***The hospital also provides 24-hour service including pharmacy, laboratories, X-Ray, CT & MRI Scan units along with blood bank.***
- ***The Emergency Medicine unit has a resuscitation room with all the emergency equipment and drugs.***
- ***Patients requiring intensive monitoring are shifted to ICU. Stable patients are shifted to step down ICU's (Medical and Surgical).***
- ***The casualty has specially trained and qualified nursing staff and is backed by specialty and super-specialty consultants on call.***
- ***All the essential life-sustaining facilities, including centrally piped medicinal gases and suction, a 500 mA mobile X-ray machine, ultrasonography /ECHO, multipara monitors, defibrillators, ventilators and a separate minor operation theatre solely dedicated to accident and emergency work are available.***

* ***Whether the hospital provides patient friendly help-desks at various places.***

Yes, at the main entrance of hospital, help desk and enquiry services are available. PRO Office is situated at ground floor and

help desks are established at ICU, Reception areas and In-patient Counter of the hospital.

* ***Does the hospital have medical insurance help desk?***

Yes,

- **In the reception of the hospital separate counter for medical insurance is available to guide patients and attendees on various health insurance schemes are available.**
- **The information about State Government insurance schemes such as Balsanjeevini Yojane, District Blindness Control Program, Yeshaswini, Arogya-bhagya Yojane, Vajpayee Arogya Shree, Jyothi Sanjeevini scheme, Rajiv Arogya bhagya, Rashtriya Swasthya Bima Yojane., etc are provided by the hospital through dedicated group of staff in special counters.**
- **The hospital also provides insurance schemes to BEML, Canara Bank, Fire & Emergency Services employees**

* ***What are the other measures taken to make the hospital patient friendly?***

- ***The hospital staffs are co-operative and patient friendly.***
- ***Help desks along with insurance assistance is provided at the reception of the hospital.***
- ***Wheel chair and ramp for differently abled persons.***
- ***The hospital model is placed at the lobby for bird eye view of the hospital for better orientation.***

- *Emergency contact numbers of administrative; Public Relation Officer etc. are displayed for any assistance for patients / relatives / attendants.*
- *Pictorial depictions in local languages for various departments of the hospital are provided.*
- *Public Relation Office is functional in the hospital with 5 officers. It is located near the entrance at ground floor.*
- *Boards displaying various services along with pamphlets are provided to the patients.*
- *The hospital provides separate lift facility for patients/ attendees and doctors.*
- *Continuous monitoring of hospital services through feedback forms and suggestions are analysed and corrective measures implemented.*
- *Free food is provided to all patients. Free medical care is given for staff, students and members of sponsoring trust.*
- *Continuous power supply and ambulance facility along with 24 hours pharmacy services is provided.*
- *Canteen, Coffee shops, Milk parlour, bakery and departmental store, Telephone booths, Hopcoms fruits stall and ATM facility are available within 150 mtrs of the hospital campus.*
- *The Paediatrics ward has toys like rocking horse etc., for children.*
- *Attendee's waiting room and rest room facilities for patients along with differently able patients are available.*

- *RO purified drinking water facility at multiple transit points of the hospital has been provided.*
- *Hospital achieves continuous quality improvement through Feedback forms and suggestions in suggestion box. The same are analysed and corrective measures are implemented through meetings of the following committees.*
- *Hospital development committee.*
- *Hospital core committee.*
- *Hospital development committee.*
- *Infection Control Committee.*
- *Pharmacovigilance committee.*
- *Hospital transfusion committee.*
- *ICU monitoring committee.*
- *Mortality and Morbidity Review Committee,*
- *Departmental daily auditing system in all clinical departments is in place to review the previous 24 hours activity of patient care services in the department.*
- *Poison Detection Centre aids in treatment of concerned victims.*
- *Hospital services are continuously elevated through upgrading of speciality departments with advanced technology and establishing super speciality departments.*

* *Hospital security is monitored by Chief security officer. 24x7 for care and safety of all personnel.*

- *Continuous monitoring of hospital services through Surveillance with CCTV cameras.*
- *Smoke detectors and fire extinguishers are positioned in hospital.*
- *Emergency exits are prominently displayed in the hospital.*

* ***What are the measures available for collecting feedback information from patients and for remedial actions based on such information?***

- *The feedback forms are well designed, structured, validated and prepared in English and local language.*
- *The feedback forms are available at the Public relation officers of the hospital.*
- *Suggestion box is placed at the reception of the hospital.*
- *Feedback forms are issued to all the patients; the duly filled-in feedback forms are analysed and report is prepared by the Public Relations Officer.*
- *The report is submitted to the Hospital Office for consideration. Remedial strategies are planned and implemented through various committees.*

* ***How does the institution ensure uniformity in treatment administered by the therapists?***

- *The SOPs for treating specific disease have been developed, which is adhered to by all the doctors.*
- *By conducting clinical audit, hospital development council meeting, Mortality and Morbidity meetings (previous point*

committees) periodically reviews the treatment administered by therapists.

* ***Does the institution conduct any orientation training program for AYUSH-based para-medical staff?***

The hospital has established an integrated medicine department with special emphasis in Yoga practice for specific diseases.

4.2.2 What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?

- ➔ The hospital has a pre-planned clinical learning schedule prepared in advance.
- ➔ In the outpatient the students are given first-hand training through demonstration of signs and symptoms of the patients.
- ➔ Outpatient examination rooms at hospitals are provided with consultation & examination cubicles. Separate demonstration room is available to teach medical students in communication and clinical methods.
- ➔ In hospital at bedside separate examination room for every ward is provided for demonstrating clinical skills.
- ➔ Community health centres possess demonstration hall with examination rooms for teaching /demonstrating clinical cases.
- ➔ Students learn to treat patients with a wide variety of diagnosis and backgrounds, and learn to employ the full range of treatment modalities.
- ➔ Compliance is obtained monthly department wise for the activity undertaken and reviewed. The strategies are designed for quality improvement activities to complement and augment the learning through direct patient care.

- ➔ Students are given opportunity to carry out procedures on patients in OPDs and bedside in the teaching hospital under faculty supervision.
- ➔ In the community, clinical learning is through postings in the primary health centres and urban health centres which provide an opportunity for students to involve in various diagnostic and treatment oriented camps.
- ➔ Every department in the OPD has seminar room with ICT facility for clinical teaching and learning.
- ➔ The PG students are posted to other institutions for specialized training.

Expansion:

- ➔ Clinical Skill Laboratory facility in the hospital enables to sharpen the clinical skills of postgraduate students by training on the models, mannequins & simulators.
- ➔ ICT enabled teaching is used for live demonstration of operations in the OT to the auditorium for undergraduate/postgraduate students.
- ➔ Library is available in the hospital premises for clinical learning/Evidence based medicine practice.

4.3 Library as a Learning Resource

4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?

Yes, the library has University Library Advisory Committee. The composition and its duties and responsibilities are as below:

i) The Vice-Chancellor - Chairman

ii) The Principals of constituent institute.

iii) One senior teacher nominated by the Vice-Chancellor

iv) The Registrar

v) The Finance Officer

vi) The Librarian -Member Secretary

In addition, constituent institution also has the library advisory committees. All the libraries are computerized and the students and faculty have open access. The feedback from the students on the overall functioning of the library is obtained day to day basis and also annually and analyzed and, outcome is placed before the library advisory committee. The books recommended by the faculty are purchased through the purchase committee. The efficient and effective utilization of library budget is ensured.

The University Library Committee meets twice in a year as per University Calendar of Events to deliberate and discuss the various measures to be taken to enhance the quality of library services to

stakeholders. Some of the significant initiatives those have been implemented by the University Library Committee are as below:

- ➔ Careful planning of the annual budget for the library and policy for purchase of books and journals.
- ➔ Optimum use of the library resources.
- ➔ Automation of the library services.
- ➔ Discussion on the outcome of the feedback on library services obtained from the faculty and students.
- ➔ Based on the feedback additional e-learning resources viz 296 e-journals, 3836 e-books and up-to-date database through HELENET consortium are provided.
- ➔ Facility of Book bank is further extended to more number of students.
- ➔ Institutional Repository with dissertations, thesis, question papers of previous examinations, publications of the faculty are updated.
- ➔ User orientation programs have been arranged.
- ➔ Book exhibitions for the students and faculty.

4.3.2 Provide details of the following:

- * ***Total area of the library (in Sq. Mts.)***
- * ***Total seating capacity***
- * ***Working hours (on working days, on holidays, before examination, during examination, during vacation)***
- * ***Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)***

* ***Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection***
* ***List of library staff with their qualifications***

The university library serves diverse information needs of the faculty and students.

➔ **Total area of the library (in Sq. Mts.) : *3654 sqmts*.**

➔ **Total seating capacity in the reading rooms : *600***

➔ **Working hours (on working days, on holidays, before examination, during examination, during vacation):**

The library services are available during:

Working days : 08.30am to 10.00pm
Holidays and Vacations : 09.00am to 02.00pm
Before and during examinations : 08.30am to 11.30pm

➔ **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) :**

Floors	**Total Area**	**3654 Sqm**
A. Ground Floor	• Lounge/ Reception • Magazine/ News Paper • Office • Digital Library • Post-Graduate cum Faculty Reference section	144 Sqm 101 Sqm 66 Sqm 105 Sqm 1411 Sqm
B. First Floor	• Own Book Reading Room • A-V Hall • Under-Graduate Reference section	312 Sqm 127 Sqm 1388 Sqm

- Separate Hall exclusively for reading own books for the students.
- Digital library for accessing on resources Wi-Fi with 8 Routers for accessing on-line resources in the places other than digital library.

➔ **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection:**

- The floor plan is displayed at the entrance lobby of the library with adequate, clear and explicit sign boards to guide the library users.
- Fire alarms with modern Fire-fighting mechanism in place at all vital areas
- Ramp is provided with wheel chair for specially abled users for entry and exit.
- A manned lift facility is provided for accessing all the resources.
- Print resources are arranged systematically in book shelves that are catalogued, labelled and indexed.
- The searching of books and journals through OPAC and the library ensures Open Access System.
- The library is utilized by the staff, students and Ph.D. Scholars for books, journals and online resources
- Relaxed reading of newspapers and magazines in multiple languages are available in the demarcated section

➔ **List of library staff with their qualifications:**

Sl.No.	Categories	Name	Qualification
1)	Director	Dr.R. Rama Raj Urs.	M.A, M.L.I.Sc, Ph.D
2)	Senior Librarian	Mr.Prakasha	B.A, M.L.I.Sc, M.phill, (Ph.D)
3)	Assistant Librarian	Mr.GangaReddy.A	B.A, M.L.I.Sc
4)	Assistant Librarian	Mr.Devaraj.B.V	B.Sc, M.L.I.Sc
5)	Assistant Librarian	Mr.Muninarayana.V	B.A, B.L.I.Sc
6)	Library Assistant	Ms.Udayavani.G	B.A, B.L.I.Sc
7)	Clerk	Mr.Baiyyareddy	B.A
8)	Clerk	Mr.Eranna	B.A
9)	Clerk/Asst. Binder	Ms.Padmavathamma	B.A
10)	Literate Attender	Mr.ChethanKumar.N.Y	PUC, (B.A)
11)	Literate Attender	Mr.Vishwanatha.A	PUC
12)	Attender	Mr.Hanumathappa.M	SSLC
13)	Attender	Mr.Muniraju.V.N	SSLC
14)	Attender	Mr.Muniyappa.C	SSLC
15)	Attender	Nagesha.K	7th STD
16)	Attender	Mr.Thimmarayappa	SSLC
17)	Sweeper	Ms.Shanthamma	-
18)	Sweeper	Ms.Narayanamma	-
19)	Sanitary Worker	Mr.Narayanaswamy	-

4.3.3 Give details of the library holdings:

- ***Print (books, back volumes, theses, journals)***
- ***Average number of books added during the last three years***
- ***Non Print (Microfiche, AV)***
- ***Electronic (e-books, e-journals)***
- ***Special collections (e.g. text books, reference books, standards, patents)***
- ***Book bank***
- ***Question bank***

The details of the library holdings are as below:

➔ **Print (books, back volumes, theses, journals):**

- ***Books : 22,907***
- ***Back Volumes : 9,664***
- ***Theses : 523***
- ***Journals : 494***

➔ **Average number of books added during the last three years:**

1100 to 1200

➔ **Non Print (Microfiche, AV):**

Yes, 1602 Videos, CDs and DVDs

➔ **Electronic (e-books, e-journals):**

- ***E-Books : 3836***
- ***E-Journals : 347***

➔ **Special collections (e.g. text books, reference books, standards, patents):**

- ***Text books : 09829***
- ***Reference Books : 13078***

- ***Standards : Nil***
- ***Patents : Nil***

➔ **Book Bank :**

- The library has book bank with 925 Books which are being issued to student community.
- Borrower's card is compulsory for undergraduates to avail book bank facility.

➔ **Question Bank:**

Question bank for undergraduates, postgraduates and students of allied course subjects in all the disciplines are available in the Institutional Repository (IR).

4.3.4 To what extent is ICT deployed in the library? Give details with regard to

* ***Library automation***
* ***Total number of computers for general access***
* ***Total numbers of printers for general access***
* ***Internet band width speed □ 2mbps □ 10 mbps □ 1 GB***
* ***Institutional Repository***
* ***Content management system for e-learning***
* ***Participation in resource sharing networks/consortia (like INFLIBNET)***

There is extensive use of the ICT in the overall functioning of the library:

➔ **Library automation :**

The library operations are fully automated with Easylib 4.4.1 version software for library management. The library follows Dewy Decimal Classification Scheme for classifying the books and

arranged accordingly. The back volumes are arranged in alphabetical order.

➔ **Total number of computers for general access : 40**

➔ **Total numbers of printers for general access : 02**

➔ **Internet band width speed □ 2mbps □ 10 mbps □ 1 GB :**

1 GB

➔ **Institutional Repository :**

The library has Intuitional Repository (IR) where dissertations of PG students, M.Phil and Ph.D. thesis, faculty publications and question papers of the previous examination held are available. The IR is uploaded on the university website: www.sduu.ac.in (D-space) regularly and users can browse the documents by title, authors, departments, dates or key words.

➔ **Content management system for e-learning:**

The digital library computers are managed with Windows-2008, DNS and DHCP servers networked with 1 GB LAN and anti-virus system managed by centrally.

➔ **Participation in resource sharing networks/consortia (like INFLIBNET):**

The library is member of HELINET consortium and DELNET for resource sharing.

4.3.5 Give details of specialized services provided by the library with regard to

* *Manuscripts*
* *Reference*
* *Reprography / scanning*

* ***Inter-library Loan Service***
* ***Information Deployment and Notification***
* ***OPACS***
* ***Internet Access***
* ***Downloads***
* ***Printouts***
* ***Reading list/ Bibliography compilation***
* ***In-house/remote access to e-resources***
* ***User Orientation***
* ***Assistance in searching Databases***
* ***INFLIBNET/HELINET***

The University has recognized the fact that digital texts have generated a wide range of new reading practices, such as complementary reading of text in multimedia and Web presentations, e-mail, Web browsing and e-learning, creating new opportunities and challenges for traditional libraries. Hence the University is in process of upgrading the digital library in phased manner and will be completed by end of July 2016.

➔ **Manuscripts :**

Facilities for digitalization of in-house unpublished manuscripts are made available under IR project.

➔ **Reference :**

The Reference section of the Library houses 13,078 volumes of reference books that are meant to provide ready reference / quick information on any particular topic.

➔ **Reprography / scanning:**

Photocopy machines, printers and scanners at concessional cost enable users to avail the reprography facility.

➔ **Inter-library Loan Service :**

This facility is extended for student, faculty & research scholars, obtained within the regional medical libraries and DELNET.

➔ **Information Deployment and Notification :**

The library is fully automated using Easylib 4.4.1 version software for library management helping the faculty and the students to know whether particular book is available in the library or borrowed by somebody.

The list of new arrivals of books, print journals, e-journals & e-books etc, are displayed on the notice board in the library.

➔ **OPACS :**

Easylib library management software is being used for library operations and bibliographical control. Bibliographic details of the print and other resources available in the library are computerised and easily accessible online through Intranet. OPAC search is provided in the library premises as well as in academic departments. A separate computer is provided near the main counter of the library for the purpose of catalogue search. The OPAC helps users to search a book by author/editor, title, keyword, subject, department, publisher etc. It also helps to find the location of a particular book, whether a book is issued, the due date, details of the borrower and allows reservation of an issued book. Searching of the subscribed journals, details of journal issues received, back issues, details of non-print materials acquired by the

library and list of latest additions to the library are possible through the OPAC:

➔ **Internet Access:**

Broad band with the capacity of 1GBps is available through the leased line for use of faculty, undergraduates, post-graduates and research students. The library also has Wi-Fi facility to be accessed during library hours.

➔ **Downloads:**

Free Full text downloads of research articles through HELINET Consortium, Medline Science Direct, LWW, BMJ, JP Digital and OUP is available.

➔ **Printouts:**

Xerox Printer and HP Laser Printer are provided to the faculty and students for printing at subsidised price.

➔ **Reading list/ Bibliography compilation:**

Facilities are made available.

➔ **In-house/remote access to e-resources:**

Online resources, HELINET Consortium, Medline Science Direct, LWW, BMJ, JP Digital and OUP are available for access in-house.

➔ **User Orientation:**

The user orientation programmes for utilizing the library facilities are being effectively conducted regularly at the beginning of the academic year and also periodically to all the users for accessing online learning resources.

➔ **Assistance in searching Databases:**

Well trained library professionals assist the users whenever needed.

➔ **INFLIBNET/HELINET:**

HELINET resources provided by RGUHS, Bangalore is available for the users.

4.3.6 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

1% to1.25 % of the university budgetary allocation is provided to the library.

Budgetary allocation for the financial year 2014-15 was Rs.10.0 million and actual expenditure during the same year was Rs.10.15 million.

4.3.7 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

Day to day online feedback is obtained from users and in addition at the end of every academic year feedback is obtained from the students and faculty on the overall functioning of the library and library facilities. The feedback obtained is analyzed and outcome is placed before the library Advisory Committee and quality of library services are improved to that extent.

4.3.8 List the efforts made towards the infrastructural development of the library in the last four years.

The library is a resource centre and the university is continuously augmenting and creating library infrastructure which helps to create good learning ambience to the faculty and students.

During last four years following initiatives of infrastructural facilities have been undertaken:

- ➔ The new library building with total space 3654 sqmts has been constructed by spending Rs.90.0 million.
- ➔ The library is centrally air conditioned and furnished with state of art facilities including digital library, furniture computers and printers, CCTV surveillance, reference section, reading rooms to accommodate 600 students, etc.
- ➔ The library has designed sections for following activities:
  - Reference section for under-graduate and post-graduate students.
  - Broad band internet facility with 1 GB connectivity.
  - Digital library with 40 nodes.
  - Audio-video room for journal clubs, seminars and other learning activities.
  - Newspaper, magazines and periodicals section in multiple languages for relaxed and leisure reading.
  - Library is Wi-Fi enabled with 8 Routers being used.

4.4 IT Infrastructure

4.4.1 Does the institution have a comprehensive IT policy with regard to:

* *IT Service Management*
* *Information Security*
* *Network Security*
* *Risk Management*
* *Software Asset Management*
* *Open Source Resources*
* *Green Computing*

The university has a comprehensive IT policy which includes:

➔ **IT Service Management:**

IT service management solutions help to simplify operations through advanced automation, enhance performance and resource utilization with predictive analytics, build on open standards for interoperability and cost savings.

- 1 GBps dedicated internet connectivity has been provided to all systems.
- Campus has backbone facility of optic fibre connectivity from building to building.
- Facilitation for day-to-day support for all the technical issues related to systems, laptops, printers, network, antivirus security, scanners, operating system, etc and other IT related equipments.
- Installation of Wi-Fi devices in all the departments to access LAN and Internet facilities.
- Maintaining and managing applications like HIMS, PACS, Tally, EasyLib, SPSS and CMS.

➔ **Information Security:**

Knowledge Exchange and Tools and Methodologies are the fundamental elements of an information security program.

- Sharing Password Information with any other person is prohibited
- Improper Use of system resources (Eg: Unauthorised using Pen drives, external gadgets, unauthorised download's) is prohibited.
- Third party application installations & Downloads are Prohibited to users

- All systems have updated licensed Kasperskey Endpoint Security Antivirus.
- All the systems, Wi-Fi devices and other network devices are secured with Administrator password.
- Auto-scanning of removable devices are enabled in Kaspersky Antivirus software and day-to-day updating of antivirus database.

➔ **Network Security:**

Cyberoam 1000ia network security appliance is available as UTM (Unified Threat Management) device and next generation firewall delivering enterprise-class network security with state full inspection firewall.

➔ **Risk Management :**

IT Risk Management is ensured through,

- Server Redundancy
- Uninterrupted Power supply (UPS)
- Air conditioned Environment for Server Room
- Application & Database Management
- Network Security Management

➔ **Software Asset Management :**

Software Asset Management (ERP) implementation is under progress. At present, all the departments are maintained by their related asset management manually.

➔ **Open Source Resources:** Nil

➔ **Green Computing:**

Green computing through implementation of energy-efficient central processing units (CPUs), servers and peripherals as well as proper disposal of electronic waste is being ensured.

4.4.2 How does the institution maintain and update the following services?

* ***Hospital Management Information System (HMIS)***
* ***Electronic Medical Records System (EMR)***
* ***Digital diagnostic and imaging systems including PACS***

➔ **Hospital Management Information System (HMIS) :**

HIMS ERP is being provided through Softbee since 2009. At Present HIMS Web based ERP has been upgraded with Evangel soft Pvt. Ltd since 2014. The following modules have been implemented:

- Patient Administration
- Billing
- Front Office Management
- Hospital Administration
- Inventory Management
- Lab Information System
- Nurses Management
- HIMS Security Management
- MRD
- Pharmacy
- DMR

➔ **Electronic Medical Records System (EMR):**

This module is implemented in HIMS ERP solution. Records of 2008 onwards to the tune of more than 150,000 have been converted to digital format (pdf).

➔ **Digital diagnostic and imaging systems including PACS :**

Moksha Digital Pvt. Ltd is providing the necessary software using latest imaging devices giving patients high resolution digital data for their medical diagnosis.

- University is providing Images in electronic format (Dicom Images) to the patients.
- Integration of HIMS with PACS to simplify the services is in process.
- Medical professionals can access PACS application anywhere in the campus through LAN connectivity.

4.4.3 Give details of the institution's computing facilities i.e., hardware and software.

* ***Number of systems with individual configurations***
* ***Computer-student ratio***
* ***Dedicated computing facilities***
* ***LAN facility***
* ***Wi-Fi facility***
* ***Proprietary software***
* ***Number of nodes/ computers with internet facility***
* ***Any other (specify)***

➔ **Number of systems with individual configurations:**

- 309 Desktops + 39 laptops
- The hardware computing facilities at the University are above dual core processor which includes DDR 2 and 3 and includes, more than 200 GB of hard disk with TFT / LED monitor along with network printer.
- Licensed Windows 7 & 8 systems including Microsoft office2010 and 2013 are available.
- Continuous up-gradation for the software is being done.
- Licensed Statistical Software used for research purpose is SPSS version no.22 by IBM

➔ **Computer-student ratio : 1:1**

➔ **Dedicated computing facilities:**

Server Room, Library Server Room

➔ **LAN facility : Campus Network is available**

➔ **Wi-Fi facility:**

Wireless Access points are installed in few locations in the campus.

➔ **Proprietary software :** Nil

➔ **Number of nodes/ computers with internet facility:** 303

➔ **High End Servers - 5**

(2 No IBM System X-3650) + (3 No Dell Power Edge R-420)

4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institution has plans to setup a Datacenter to act as a central facility for hosting all the dedicated IT equipment. Campus Network is

being upgraded and expanded through NMEICT (National Mission on Education through Information and Communication Technology) Project a Government of India Initiative. 24 x 7 Wi-Fi facility within the campus is under process.

- ➔ University has its own IT Department with experienced service engineers who maintain hardware and software after warranty period.
- ➔ Computers and its accessories are purchased with inbuilt three years onsite warranty and for telephone exchange (Electronic Private Automatic Branch Exchanges – EPABX) there is Annual Maintenance Contract (AMC).
- ➔ New and latest hardware and software are purchased as per the requirement.
- ➔ Website is maintained through Content Management Systems (CMS) which was earlier ASP (Active Server Pages).

4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.

- ➔ The Digital Library provides more than 40 systems to staffs and students to access
- ➔ Online resources and internet facilities.
- ➔ All the library operations are computerized by using Easylib software.
- ➔ To access online resources and secured internet facilities Wi-Fi services are enabled.

➔ 1Gbps dedicated bandwidth Internet access is provided to all the staffs and the students.

4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

The university is connected to NKN (National Knowledge Network) through the 1 Gbps leased line connectivity through NMEICT Project. Campus LAN is upgraded and expanded through NMEICT Project. A new browser based Hospital Information Management System (HIMS) has been implemented along with a new PACS application. The university has procured new desktop systems with latest configuration along with new printers and scanners. The institution has purchased licensed Operating System (Windows 7 & Windows 8) and Antivirus (Kaspersky) for all the computers including laptops.

➔ Wi-Fi facility has been provided to some departments.

➔ E-podium has been procured for e-learning and is implemented.

➔ All lecture halls, seminar rooms and auditorium are provided with the LCD projectors and laptops that are being extensively used by the faculty for computer-aided teaching.

➔ New software's like SPSS 2.2 version and Antiplagiarism software are available for postgraduate and Ph.D. scholars for research.

4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?

All the systems in the campus are connected via dedicated LAN and internet connectivity is provided to all the systems which the individual teachers can use. Wi-Fi access points are also provided at various

locations where they can use their mobile devices like laptop, smart phones, tablet, etc.

➔ Computers with LCD projectors are provided for effective teaching.

➔ The campus has been provided with more than 300 nodes, network with fiber optics backbone with one or more fiber segments reaching every building on the campus.

4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?

➔ All the classrooms are equipped with LCD Projector and Smart boards along with wireless connection to access online resources.

➔ E-podium has been procured for e-learning and is under implementation.

4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?

➔ The IT department assists the faculty as and when they approach for any IT related issues.

➔ Internet connectivity is provided to all the systems which the individual faculty can use.

➔ All the classrooms are equipped with Projector and Smart boards.

➔ Helpline – facility to register online complaints of maintenance services.

4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?

The university has Annual Maintenance Contract for maintenance of computers, printers, scanners, UPS and other accessories.

➔ Normally, computers and its accessories are purchased with three years inbuilt onsite warranty and thereafter, they are maintained by way of an annual maintenance contract (AMC).

➔ The university has a team of qualified, well-trained and experienced computer engineers and technicians engaged in maintaining the IT infrastructure and its accessories, server maintenance, network services, hardware services.

4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?

Yes, the university is part of NKN through NMEICT scheme and uses 1 Gbps internet connectivity through NKN. Also Campus LAN is being implemented through NMEICT scheme.

4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes, the university uses all the free web resources available on the internet.

➔ All the systems are allowed to access educational sites.

➔ Unwanted sites have been blocked by category wise.

4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.

The university has made budgetary provisions of Rs.50.0 lac to update, deployment and maintenance of computers.

4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?

The university is providing syllabus and the e-material used by the faculty available to the students through internet and faculty and students are encouraged to use Open Education Resource for teaching-learning process.

4.5 Maintenance of Campus Facilities

4.5.1 Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes, the university has full-fledged estate office.

- ➔ The estate officer along with his team have been executing all maintenance activities in the campus, supervising the work being carried out and have been convening overall maintenance activities.
- ➔ The university has separate Civil Engineering Department headed by Executive Engineer and assisted by maintenance and electrical engineers, supervisors, estate officer and other officers for overseeing the maintenance of infrastructures.
- ➔ Sign boards and road maps are depicted.
- ➔ Model of the hospital is exhibited at the entrance lobby of the hospital.

- ➔ CCTV cameras are fixed at all sensitive places.
- ➔ Street lighting with underground wiring provides a good ambience.
- ➔ Horticulture department under estate manager is functional and maintaining gardens and lawns.
- ➔ Clean, well maintained campus roads with pavers are built.
- ➔ 24x7 securities at all the entry points and prime areas.
- ➔ Out sourcing of Waste disposal in the campus to Aashairana Mahila Kshema Bhivurdhi Sangha, Kolar.
- ➔ Swachchh Bharat activity is being conducted on dedicated days in respective departments and in campus.
- ➔ Fire extinguishers are adequately provided.
- ➔ Plastic and Tobacco free campus.

4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.

- ➔ Safe work practices adopted by all teaching and non-teaching staff and students have helped to maintain the infrastructure facilities, services and equipment. This has optimized equipment performance, life and energy reduction.
- ➔ The University has a separate Maintenance Department headed by qualified civil and electrical engineers. This department has recruited plumbers, electricians, carpenters, etc. for regular maintenance.
- ➔ The work of sweeping and cleaning of all the buildings is outsourced.

- ➔ Maintenance of the equipments and computers is done through Annual Maintenance Contract (AMC). The major maintenance, if any, is done by engaging appropriate agency.
- ➔ Lawns and gardens are maintained by civil engineering units and trained gardeners of the colleges and hospital.
- ➔ Workshop in the hospital is equipped with lathe machine and welding machine which helps to maintain the hospital furniture and equipments.
- ➔ Bio-medical engineering department maintains the electric/electronic equipments and other gadgets.
- ➔ Teaching staff is allotted separate parking space for two wheeler and four wheeler in the campus.
- ➔ CCTVs have provided added security and assist in administration.
- ➔ Every Friday afternoon (3PM-5PM) is designated for cleanliness drive under Swachcha Bharat Abhiyan.
- ➔ The university has full-fledged Maintenance Department and following staff are available:

  Executive Engineer, Assistant Executive Engineer, Asst. Engineer, Electricians, Carpenters, Plumbers, ETP Operators, A/c Asst. Clerk, Asst. Computer Operator, Lift operators, Masons, Attender/ Helper, Welders / Welders Asst.

4.5.3 Has the institution insured its equipments and buildings?

Yes, the university has insured

- ➔ All the buildings in the campus as per regulations of the civil authorities.

- ➔ The Engineering Departments ensures that all the buildings are properly insured against any disasters.
- ➔ Fire safety measures are in place.
- ➔ All the major equipments in various labs and departments are also managed under annual maintenance contract (AMC).
- ➔ The firefighting drills are performed regularly in the campus

Any other information regarding Infrastructure and Learning Resources which the institution would like to include.

The University has provided following additional facilities for the use of stakeholders.

- ➔ Veg and Non-veg Canteens in the campus for benefit of patients and students.
- ➔ Guest rooms for students parents and guests in the campus.
- ➔ Co-operative store for students.
- ➔ 24x7 ATM facility with Kotak Mahindra bank within the campus
- ➔ Provision Store, Bakery, Hopcoms, STD facility and coffee shops
- ➔ Laundry facility is made available in the hospital and hostels..
- ➔ Beauty parlour for ladies and gents separately
- ➔ Gymnasium in girls and boys hostels
- ➔ Indoor and outdoor stadium.
- ➔ Parking zones for four wheelers and two wheelers

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1.1 Student Mentoring and Support

5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

Yes, the university has a well-structured student support and mentoring system through various committees, bodies and functionaries.

The objectives of the Student Support and Mentoring are:

- ➔ To support students in their academic, social, cultural and comprehensive personal development through regular interaction amongst Director Student Welfare, HoDs and the faculty in-charges of curricular and co-curricular activities.
- ➔ To inspire and condition the students to effectively participate and contribute in diverse and dynamic social circumstances.
- ➔ To promptly address the difficulties faced by the students to enable them to focus on various academic and developmental activities meant for them.
- ➔ To make campus life stress free, satisfying and learning friendly.
- ➔ To encourage adoption of healthy life style by providing conducive environment and avenues.
- ➔ To keep the parents informed about the performance, progress and wellbeing of the students in the perspective of academics and other spheres.

The composition, duties and responsibilities of various Committees, Bodies and Functionaries are as follows:-

Committees, Bodies and Functionaries	Nature of Functions in Brief
Director, Student Welfare	Coordinates all student related activities pertaining to welfare, discipline, academics, scholarships, educational loans, sports, cultural and extracurricular matters. Also to assist in immigration related issues of foreign/NRI students in association with the Foreign/NRI Students' Cell.
Proctor of the University	Synchronises all student related measures of the college, university and teaching hospital
Convenors of Students' Sports and Cultural Committee	Guides and monitor sports and cultural activities of the students
Programme Coordinator and Programme Officers of NSS & YRC	Organises and implement NSS and YRC related activities as per the scope of the university
Student Council	Decides and projects various issues related to students' welfare, sports, culture and extracurricular activities in conjunction with the relevant committees, bodies and functionaries of the institute.
Mentoring Programme	Provides academic, emotional and psychological support to the students.
Psychosocial Counsellor	To provide counselling service to the students to develop desired emotional, attitudinal and psychological attributes and provide appropriate individual or group counselling whenever required.
Clinical Psychologist	Analyses the emotional and psychological problems of and provide appropriate counselling whenever required.

Designated Faculty Members with specific assignment of student support	Coordinates escorts and monitor the movements and activities of the students while participating in off-campus sports/cultural/extracurricular activities.
Foreign/NRI Students' Cell	Assists foreign, PIO/NRI students in issues related to immigration and legal formalities with Indian/local authorities as well as to address any emergent problem.
Career Guidance and Placement Cell	Guides the students regarding various scopes and options available in diverse academic and professional domains as well as to intimate them about various vacancies related to jobs/residency/fellowship etc.
Anti-Ragging Committee	Creates awareness against ragging and prevent the same through monitoring mechanisms.
Students' Research Committee	Encourages and guide students to take up research activities, publish articles in medical/scientific journals and take part in CMEs, Workshops and Conferences.
Women Empowerment Cell	Enlighten the women students about the rights issues of women and women employees as the first tier of redressal body in case of sexual harassment issues.
Students' Co-operative Society	Makes provision for a wide variety of consumable items of regular need within the campus at a concessional rate.
Students' Grievance Redressal Cell	Addresses and solve the grievances of the students promptly, whenever such a communication is received.
Prevention of Sexual Harassment and Redressal Cell	Promptly address and solve any complaint related to sexual offences in respect of the students in conjunction with Women Empowerment Cell, whenever such a communication is received

Alumni Association	Lends professional expertise and knowledge in the conduct of CMEs/Workshops/ Conferences/ Guest Lectures etc. and support in the celebration of Doctor's Day and Teachers Day every year. Also to felicitate eminent doctors in the region and revered teachers and conduct of Health Camps and Blood Donation Camps.
Library Advisory Committee	Reviews and advises regarding adoption of various user friendly measures in the library. Suggestions for proper maintenance and improvement.
Hostel Committees	Separate committees for boys', girls' and foreign students' hostels to review and address day-to-day functions/problems and advise regarding improvements.
Magazine Committee	Carries out editorial and designing activities of institutional magazine

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from classroom interaction following facilities are available to the students for academic mentoring

- ➔ Through the Mentorship Program each student is placed under a faculty member (Mentor) for academic mentoring and personal counseling.
- ➔ Parents are informed quarterly regarding attendance and academic performance of their wards.
- ➔ University has a professional Student Counsellor who attends the institution on fixed days and counsels the students.
- ➔ The students are encouraged to participate in students' research projects, attend Guest Lectures, Workshops and Conferences.

5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes, the university has personal enhancement and development schemes for the students and they are:

- ➔ Periodical guidance regarding different opportunities/scope after graduation is provided during student-teacher interactions.
- ➔ Training on soft skills is imparted through Guest Lectures and Workshops laying stress on interpersonal relationship, ethics and value systems;
- ➔ Sports and Cultural activities;
- ➔ Yoga and Meditation related activities;
- ➔ Personality development activities in the form of guest lectures by eminent persons in the field;
- ➔ Lectures by prominent spiritual personalities from time to time for promotion of spiritual health;
- ➔ All relevant information regarding job opportunities, research activities and furtherance of education are prominently displayed;
- ➔ Well-developed Digital Library with Wi-Fi connectivity helps the students to keep abreast with the current developments / trends in their field of interest;
- ➔ Coaching for PG entrance examinations is made available for the students in collaboration with professional expert agency;
- ➔ 'Earn While You Learn' scheme available for the students of Allied Health Sciences helps them financially as well as provides them on job learning experience.

5.1.4 Does the institution have facilities for psycho social counseling for students?

Yes, the university provides psycho-social counseling to the students through:

- ➔ Orientation programmes for 1st & 2nd MBBS students, Interns and 1st year PG Students are organised to allay anxiety of new entrants in such spheres;
- ➔ A vigilant and compassionate team of Proctor, Wardens and Supervisors provide help in sorting out psychosocial/ interpersonal issues on a day –to-day basis;
- ➔ A professional counsellor has been appointed by the university to provide psycho-social counselling for the students on regular basis. In addition, services of the Psychologist of RLJH & RC are available to conduct psychological counselling for those students in need;
- ➔ Parent- teachers meetings are organized twice in a year to discuss the various issues related to the students.

5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the university provides assistance to students to obtain the educational loans from banks located inside and outside the campus. Bank officials are invited periodically to visit the institute and enlighten the students about the availability of various Educational Loan facilities.

During last four years 16 students were assisted in obtaining to educational loan from the bank.

5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities/ information included / provided to students through these documents? Is there a provision for online access?

➔ Yes, the university brings out a prospectus which contains information regarding infrastructure, facilities available and courses offered by the university. The same information is also available online (www.sdumc.ac.in and www.sduu.ac.in).

➔ The university publishes separate Calendar of Events for the students as well as for the university activities. Further, the institution publishes quarterly Newsletter to disseminate current news.

5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details. (in a tabular form)

Scholarships / Free Ships Given to Students

Scholarships/ Educational Aids	Course & Year	Category	No of Students	Amount per Student per year. (Rs.)
Late Sri Devaraj Urs Memorial Scholarship	*MBBS from 2009-10 batch*	*OBC*	*@ 10 students in each batch (Current beneficiaries 40 students)*	*25,000*

Late Sri Rama Krishna Hegde Memorial Scholarship	*MBBS from 2009-10 batch*	*General Merit*	*@ 10 students in each batch (Current beneficiaries 40 students)*	*25,000*
Laptops	*MBBS & MD/ MS/Diploma*	*UG & PG students*	*150 laptops for UG students and 85 laptops for PG students per batch.(Current beneficiaries 450 UG and 255 PG students)*	*-*
Concession of Fees	*2013-14 2014-15*	*OBC*	*Govt of Karnataka*	*Rs.1,25,000*

All the financial aids mentioned above have been disbursed on time

5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?

The students belonging to SC/ST category admitted to the university receive reimbursement of part of the Tuition Fees from the State Government. Students hailing from Malaysia receive sponsorship from their own National Government.

The details of number of students who received annual assistance from the state during last four years are as below:

Batch (as per year of entry	No of SC/ST students	No of SC/ST students receiving financial assistance	Percentage of SC/ST students receiving financial assistance	Source of financial assistance
2011-12	*13*	*2*	*30%*	*Government of Karnataka*
2012-13	*24*	*4*	*37%*	
2013-14	*17*	*1*	*6%*	
2014-15	*29*	*2*	*25%*	

5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?

Yes, the university has International Student Cell to enquire / look after the special needs of foreign students and university has constructed NRI hostel for them. Proctor, Warden of hostels and Director Student Welfare assist the students of foreign origin in completing various immigration related/ legal formalities with Indian/local authorities as well as emigration problem, if any.

5.1.10 What types of support services are available for

* *overseas students*
* *physically challenged / differently-abled students*
* *SC/ST, OBC and economically weaker sections*
* *students participating in various competitions/conferences in India and abroad*
* *health centre, health insurance etc.*
* *skill development (spoken English, computer literacy, etc.)*
* *performance enhancement for slow learners.*

* ***exposure of students to other institutions of higher learning/ corporates/business houses, etc.***
* ***publication of student magazines, newsletters.***

The various support services that are available to the students are as below:-

➔ **Overseas students:**

- The Foreign /NRI Students' Cell helps the students in completing legal formalities related to Ministry of Health and Family Welfare, Ministry of External Affairs, Foreigners' Registration Office, Residential Permit etc.
- Separate Hostels for NRI students is available for both boys and girls.
- Designated faculty acts as local guardian/ counsellor /advisor for foreign students.
- Kannada language classes are conducted for the foreign students (also for non-Kannada speaking Indian students).

➔ **Physically challenged / differently-abled students:**

- The university has provided barriers free environment for the physical challenged/differently abled students, such as elevators, ramps and wheel chairs
- Special washrooms are available for them.

➔ **SC/ST, OBC and economically weaker sections:**

- State Government Scholarships are provided to SC/ST, OBC & General Merit students.
- Book Bank – books are lent to students
- The university facilitates applications for Educational Loans.

- A policy of providing relaxation of 10% marks in eligibility criteria for SC/ST students in the UG/PG Entrance and Postgraduate entrance examination has been adopted by the institution.

➔ **Students participating in various competitions/ conferences in India and abroad:**

- For students who participate in the UG Conferences, CMEs, Debates and Sports / Cultural events, TA/DA and Registration Charges are borne by the University.
- Cash prizes are awarded to the students who evince meritorious performance in such events.

➔ **Health centre, health insurance etc. :**

- The university provides free health care services to all students in the hospital.
- Separate wards are available in the hospital for male and female students.
- Fitness Centres with multi gymnasium as well as indoor and outdoor sports facilities have been made available for the boys and girls.
- Yoga classes have been included as a part of the syllabus for the 1st year MBBS students. All students are encouraged to practice Yoga and Meditation.
- All the students are insured for their health in the institution.

➔ **Skill development (spoken English, computer literacy, etc.):**

- Computer operational skills are imparted to students and Laptops are distributed free of cost.
- A fully functional 'Skill Laboratory' enhances the skills of the students in patient care.

- Digital Library facilitates advanced learning.
- Kannada language classes are conducted for the foreign and non-Kannada speaking Indian students.
- Faculty of the institute as well as a part time English teacher help the students in developing the skills of spoken English

➔ **Performance enhancement for slow learners:**

- Apart from the mentorship program, special/ additional classes are held for the slow learners.
- Assignments are given to these students on short topics for their better understanding /comprehension.

➔ **Exposure of students to other institutions of higher learning/ corporate/business houses, etc. :**

- The students are encouraged to participate in Conferences, CMEs, Workshops, Quiz Competitions, Debates and NSS activities in other institutes and universities.
- In order to imbibe better knowledge and skill, the postgraduates are posted on rotational basis to higher learning centres viz. Kidwai Institute of Oncology, Jaydeva Institute of Cardiology, National Institute of Mental Health and Neurosciences, Entomology Unit, Govt of Tamilnadu and Pharmaceutical Industries etc.

Science research projects:

Post-graduate students submit dissertation as a part of their curriculum and publication of one research papers before submission of dissertation is mandatory.

➔ **Publication of student magazines, newsletters:**

Yes, the university publish students magazine and news letter.

- Sankeerna'- the college magazine, is published annually.
- Quarterly Newsletter is also published.
- NSS Newsletter is published twice a year.
- DeMedCon Souvenir is published every year.

5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome?

Yes, the university provides guidance for

➔ USMLE Orientation Program is organised in the college for the interns every year in collaboration with an expert agency viz. Kaplan.

➔ Digital Library facilities are extended to the students in order to help them prepare for the above mentioned examinations held in India and abroad.

➔ Faculty provide constant guidance and support to the interested students.

➔ The university has roped in the services/ expertise of AIMS, a coaching agency, to conduct coaching classes for entrance examinations to higher medical courses.

➔ Students passed USMLE, PLAB and these students were benefitted by the USMLE Orientation Programs. The details are as below:-

Batch	No students passed for USMLE
2007-08	*13*
2008-09	*7*
2009-10	*1*

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

* ***additional academic support and academic flexibility in examinations***
* ***special dietary requirements, sports uniform and materials***
* ***any other (specify)***

Some of the policies that are adopted by the university to enhance the student participation in the sports and extracurricular activities are as below:-

➔ **Additional academic support and academic flexibility in examinations :**

- Attendance is awarded to the students participating in Sports, Cultural and extracurricular events. In addition, special classes are held for the students who miss scheduled classes due to their commitments in such events.
- Internal assessments examinations are conducted separately for students who miss such examinations due to commitments in sports and extracurricular activities.

➔ **Special dietary requirements, sports uniform and materials :**

- Special nutritious diet (milk, eggs and chicken) is being provided to all sports persons.
- Appropriate sports/games rig with the university logo, sports equipment and accessories required for individual sports are being provided. Excellent sports/ games infrastructure (for the football, volleyball, basketball, throw ball, tennis court with synthetic surface, indoor badminton and table tennis courts, carom, chess etc.) are provided by the university.
- Coaches have been appointed on contractual basis for Basketball, Tennis, Gymnasium, khoko and Kabaddi.

➔ **Any other (specify):**

- TA/DA and incidental expenditures incurred by the participants and staff accompanying students to attend sports/ cultural/academic events are reimbursed.
- Cash prizes are awarded to the winners/ good performers.
- Gold Medals (made of pure metal) are awarded for the best Sportsman and Sportswoman every year.
- Silver plaques are awarded to the best performers in Sports and Cultural activities separately for boys and girls every year.
- Sports blazers are provided for the participants
- University provides transport facilities to the participants while attending off-campus events.

5.1.13 Does the institution have an institutionalized mechanism for student placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

Yes, the university has institutionalized mechanism for students' placement.

- ➔ The Career Guidance and Placement Cell provide information and counselling to the students regarding career as well as placement opportunities available in and outside the country. It also encourages them to work in the same institution for career advancement and hands on training. University has conducted lectures on Career Development by inviting Guest Speakers
- ➔ Since most of the medical students opt for specialisation courses (and only a very few go for private practice), they get constant guidance and support from the faculty for furtherance in the fields of academics and career.

5.1.14 How does the institution provide an enriched academic ambience for advanced learners?

- ➔ The university provides enriched academic ambience for advanced learners through digital library, online medical journals of diverse fields by means of HELINET. Further, free Laptop and Wi-Fi connectivity are being provided to facilitate their advanced learning activities.
- ➔ The student Research Committee encourages the advanced learners to take up research projects with ICMR/DIT/DST/or the university funded and necessary guidance / assistance is extended to them.
- ➔ The university also conducts 'DeMedCon' - solely an undergraduate Research Conference annually.
- ➔ The workshops are held periodically on writing scientific articles in medical journal, Literature search and Research Methodology.

- ➔ The under-graduate students are encouraged to participate in National Research Seminar (NRS) conducted every year in the university.
- ➔ The enrichment classes by senior teachers for advanced learners are conducted.
- ➔ The informal student teacher interactions and student level Clinico-Pathological Case Discussions help and encourage the students to remain more focussed.

5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?

The drop-out rate of the students in all the programs is less than one percent. Some of the students discontinue the programs due to health reasons.

5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Not applicable.

5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?

Yes, the university has a registered Alumni Association. The activities undertaken by the Alumni Association are as below:-

- ➔ The university has Alumni Association which is registered with the Office of the Registrar of Societies, Kolar District with Registration No: 89/2004-05 dated 2nd July 2004.
- ➔ The Alumni Association has an office in the campus.
- ➔ The website of college has a link to Alumni Association and relevant information is updated regularly.

➔ Activities of Alumni Association include:

- Conduct of half yearly meetings.
- Sharing of experience, expertise and knowledge during the conduct of CMEs/Workshops/ Conferences/ Guest Lectures etc.
- Celebration of Doctor's Day and Teachers Day every year.
- Felicitation of eminent doctors in the region and revered teachers
- Conduct of Health Camps and Blood Donation Camps.

5.1.18 List a few prominent alumni of the institution.

Some of the prominent alumni who have excelled in their respective fields are as below:-

Sl No.	Name	Position
1)	***Dr. Anil***	***Director, Karnataka State TB Control Program.***
2)	***Dr.Subramanya. K***	***Chief of Cardiology, Interventional Cardiologist, KS Hegde Academy of Medical sciences Bangalore.***
3)	***Dr. Vivek***	***Medical Oncologist, Tata Memorial Hospital, Bombay.***
4)	***Dr. Venugopal***	***Consultant Orthopaedician & spine surgeon. Fortis Hospital, Bangalore***
5)	***Dr. Jagadeesh P.C***	***Chief Arthoscopic Surgeon, Miot Hospital, Bangalore.***
6)	***Dr. Subramanyam***	***WHO Consultant, NPSP, Bangalore***
7)	***Dr. Praveen Shetty***	***Interventional Cardiologist A.J Shetty Medical College, Mangalore.***
8)	***Dr. Pramod Kumar Srikantia***	***Psychiatrist, Berkshire Health Care Foundation, Buckinghamshire, UK.***
9)	***Dr. Raghunandan***	***Chief Intensivist, Vikram Hospital, Bangalore.***
10)	***Dr. Santosh Ooleti***	***Paediatric Endocrinologist, Jayadeva Institute of Cardiology, Bangalore.***

11)	***Dr. Nataraj K S***	***Sr Consultant Haematologist, Narayana Health, Bangalore.***
12)	***Dr. Md. Haroon Rashid***	***Interventional Cardiologist, Apollo Hospital, Bangalore.***
13)	***Dr. Pradeep Krishna***	***Surgical Gastroenterologist, AIIMS, New Delhi.***
14)	***Dr.Kshipra.V***	***Consultant Anaesthesiologist, Adelaide, Australia***
15)	***Dr.Niranjan***	***Arthroplasty Surgeon, Australia***

5.1.19 In what ways does the institution respond to alumni requirements?

- ➔ The institution provides the space for the office, encourages Alumni Association to undertake activities like Teachers Day, Doctors Day every year and Health camps.
- ➔ The institution observed its Silver Jubilee in the year 2010 and organised function and invited entire alumnus of the college. Since then, generous support is extended by the institution in conducting batch wise Silver Jubilee celebrations.
- ➔ Alumni are encouraged to visit the institution and local hospitality is extended to all the alumni.
- ➔ Alumni Association has planned to construct a dormitory for the attendants of the patients and has collected contributions from its members. An amount of more than Rs.20 lakhs is available with the association.
- ➔ The university has provided a furnished office for the Alumni Association.

5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes, the university has a student Grievances Redressal Cell to deal with the students' redressal. :-

- ➔ The university has a Student Grievance Redressal Cell in the University that deals with the concerned issues pertaining to students.
- ➔ This committee works in tandem with Director Student Welfare, Anti-Ragging Committee, Hostel Wardens, Proctor and Women Empowerment Cell.

➔ As such no major grievances have been reported. However, minor grievances have been addressed on day to day basis.

5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes, the university promotes a gender-sensitive environment through the various activities.

➔ The university ensures a gender sensitive environment by taking recourse to:

- 24x7 securities of the campus and hostels.
- CC TV surveillance and 24x7 helpline.
- Hostel Wardens and Proctor are available 24/7 on Mobile phones and in person. Their contact numbers are prominently displayed in the campus.

➔ The University has a Prevention of Sexual Harassment and Redressal Cell that is entrusted to deal with any complaint related to sexual offences in respect of the students in conjunction with Women Empowerment Cell, whenever such a communication is received.

5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, the university has constituted anti-ragging committee as per the guidelines issued by the UGC.

➔ The Anti-Ragging committee implements the institutional policy of Zero Tolerance for ragging.

➔ The Anti-Ragging Committee conducts sensitization programmes annually wherein relevant information materials are distributed and penal provisions are explained.

➔ Till date no incidence of ragging in the campus has been reported.

5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?

➔ Student are made to feel as important stakeholders in the university environment and their representatives have been included in all the committees as mentioned under:

- Student Council
- Hostel Committees
- Students Research Committee (DeMedCon)
- Women Empowerment Cell
- Sports and Cultural Committees

- NSS and YRC
- Magazine Committee
- Library advisory committee

➔ Suggestions from the students are welcomed through suggestion boxes. They are also encouraged to put forward their views during the meetings of the above mentioned committees/bodies.

➔ Support and cooperation of other stakeholder's viz. parents, teachers and other staff are enlisted through regular interaction with parents, various meetings of the staff and also during various formal and informal interactions/functions/events.

5.1.24 How does the institution ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

➔ A lady faculty and lady attendant is given charge to take care of the needs of women students during off-campus intra and intercollegiate sports and cultural events/competitions.

➔ Apart from providing equal opportunities to men and women students in participating various sports and cultural activities, the women students have been incorporated equitably in all relevant committees/ bodies representing students e.g. Sports and Cultural Committees through democratic means.

➔ Women students are also encouraged to participate in activities viz., Debate, Rangoli, Jewellery & Costume Designing Competitions, etc. which are held under the aegis of Women Empowerment Cell.

5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?

Yes, the university provides learning experience to the students by providing for rotation from the leading hospital to the community and district hospitals.

- ➔ The students are primed and oriented about the community by the Dept. of Community Medicine during early part of their student career itself (i.e. during 1st MBBS).
- ➔ During the two months' tenure of Compulsory Rotating Internship in Community Medicine, the interns are exposed to the community through their postings in Rural Health Training Centre, Urban Health Training Centre, Camp and Outreach activities and Screening OPD. This part of the internship enriches the learning experience of the students.
- ➔ Interns are posted at district hospital on rotation during the two months internship program in Community Medicine.

5.1.26 Does the institution have immunization policy for its students and staff?

Yes, the university has immunization policy for its students and staff.Hepatitis B vaccination is provided to all the students and those staff who are directly or indirectly related to handling patients/ biological samples of patients. Accidental exposures to body fluids are reported to hospital administrator on occurrence and necessary prophylactic actions undertaken.

5.1.27 Does the institution give thrust on students growth in terms of:

- * ***Physical development,***
- * ***Emotional control,***
- * ***Social dimension and***
- * ***Spiritual growth***

Yes, the university gives thrust on students overall growth by adopting following strategies:

➔ **Physical development:**

- Yes, good infrastructure for sports and fitness such as Gym facilities with trained instructors at both men and women Hostels) is provided
- 200ml milk is provided to all the students in the hostels every day
- Healthy diet comprising of Non Vegetarian food and Fruits are being provided twice a week in the hostels.
- Body building competition (Mr.SDUMC) for boys and Beauty Competition for girls are conducted.

➔ **Emotional control:**

Services of Student Counsellor and Clinical Psychologist are available. Mentorship Program is also in place.

➔ **Social dimension:**

Students are encouraged to take part in Cultural & Sports, NSS and YRC activities provide opportunities to the students to connect to the society at large.

Spiritual growth:

Yoga and meditation classes for students are available. Lectures are conducted on spiritualism through guest lectures.

5.2 Student Progression

5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

Program wise students' strength for the current academic year (2014-15):

The cumulative environment of the students for the current academic year 2015-16 is **1038.**

Programme	Strength
UG	**684**
PG including Diploma	**210**
M.Phil.	**4**
MPH	**4**
Ph. D.	**26**
PG Diploma (Genomic Tech& Yoga Practice)	**5 (3+2)**
M.Sc (Med Lab Tech& Molecular Cell biology and Medical Genetics)	**7 (2+5)**
Para Medical B.Sc. Courses	**85**
Certificate Course (App Tech in Hosp Env)	**13**
Total	**1038**

5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?

Many of the students had appeared and qualified in the examinations for Central / State Services, Defense, Civil Services, etc. However, the exact number is not known.

5.2.3 Provide category-wise details regarding the number of post graduate dissertations, Ph.D. and D.Sc. theses submitted/ accepted/ rejected in the last four years.

The category wise details of dissertations of the Postgraduates, Ph.D. and M. Phil, students of the university are given as under:

Program	Year	Total No. of Students	No. of Dissertations accepted	No. of modified Dissertations accepted
MD/MS	*2012-13*	*58*	*49*	*9*
	2011-12	*64*	*52*	*12*
	2010-11	*62*	*61*	*1*
	2009-10	*37*	*35*	*2*
Ph. D.		*1*	*1*	-
M. Phil.	*2011-12*	*2*	*2*	-
	2012-13	*2*	*2*	-

5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?

* ***AYUSH departments/Hospitals,***
* ***Multinational companies,***
* ***Health clubs,***
* ***Spas,***
* ***Yoga wellness centers,***
* ***Yoga studios,***
* ***Health clubs,***
* ***Own Yoga cubes/studios.***

The university only offers post-graduate diploma in Yoga and is add-on-program and very few students go for wage employment.

5.2. Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

The students of the university actively participate in sports, cultural and extra-curricular activities available for them. Some of the facilities available are as below:

➔ ***"PLEXUS***"- Inter-college Sports & Cultural Fest.

➔ Annual Athletic Meet – Intra College Event

➔ ***"FUNMELA 2012"*** – Intra-college Sports Competition

➔ Tennis Summer Coaching camp for both Staff & Students

➔ ***"PARWA"-*** Intra College Sports & Cultural Fest

The calendar of event of various sports, cultural and extra -curricular activities is published and posted on the website.

a) Sports and Cultural Activities:

The details of the students who participated in sports and cultural activities are as below:

(I) Number of students participated in the sports events

Year	College Level	Inter Collegiate Level
2010-11	628	233
2011-12	698	301
2012-13	667	337
2013-14	718	165
2014-15	727	210

(II) Number of students participated in the cultural events.

Year	College Level	Inter Collegiate Level
2010-11	314	148
2011-12	382	76
2012-13	364	28
2013-14	392	-
2014-15	78	24

b) NSS and YRC and Community Medicine activities:

The university promotes inclusive practices for social justice and better stakeholder relationship. It also promotes value based education for inculcating social responsibility among its student community.

The university is established with the basic objective to cater the health care facilities to the backward area of Kolar district and nearby region of Andhra & Tamilnadu. In view of this the university started its NSS unit on its own to bring in a culture of social service among the students. Later, it received permission to raise two NSS units comprising of 100 volunteers each. In order to give more emphasis on social orientation and service, one Self Financing Unit of NSS was also raised with similar strength of volunteers during November -2014.

Each NSS unit undertakes several socially relevant activities to focus on diverse health, environment and societal issues. In addition, they also conduct health camps and eye camps. In association with the Youth Red Cross (YRC) and own Blood Bank, they also conduct Blood Donation Camps.

The units have adopted 3 localities namely 2 villages and a slum area where the NSS units provide health education , medical help and distribute certain items like stainless-steel water buckets and mugs as well as CFLs to do away with the unsafe practice of storing drinking water in coloured plastic pots and use of high energy consuming incandescent bulbs.

NSS units of the university have undertaken activities not only to create awareness amongst the students and general populace about the importance of planting trees but also launched drive to plant trees by the volunteers themselves with the help of Department of Forestry, Govt. of Karnataka and a local NGO.

The YRC unit is also working with the NSS units and has taken up projects to spread awareness on blood and organ donation amongst young students and adults. They have also held several Blood Donation Camps in the past in association with own Blood Bank and NSS volunteers and more such camps have been planned.

Students undergoing postings in Community Medicine while embarking upon Family Studies counsel the members of the households on various issues related to healthy life style and urge them to avail free medical facilities being offered by the university hospital.

Department of Community Medicine routinely undertake outreach activities in the form of Health Camps, Speciality Camps, Eye Camps and Mega Health Camps in order to make the medical facilities available to the residents of remote underdeveloped areas.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

The details of the achievements of the students in co-curricular and extra-curricular activities during last four years are as below:

(I) Prizes won by the students in sports events

Year	College Level	Inter Collegiate Level
2011-12	*206*	*127*
2012-13	*206*	*138*
2013-14	*218*	*123*
2014-15	*224*	*140*

(ii) PRIZES WON BY THE STUDENTS IN CULTURAL EVENTS

Year	College Level	Inter Collegiate Level
2011-12	76	17
2012-13	120	03
2013-14	111	-
2014-15	-	08

5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?

Yes, the university provides incentives for the students who participate in sports and cultural activities.

- ➔ Cash awards are given to meritorious sports persons.
- ➔ Weights are given in internal assessment for the students who perform well in sports, cultural and extracurricular events.
- ➔ The institution reimburses Registration Fees, TA/DA and other incidental expenses incurred by the participating students and accompanying faculty members.
- ➔ The sports persons are provided with blazers and sports kits.

5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

- ➔ Students are encouraged to publish their literary and other creative art works in institutional annual magazines viz. Sankeerna and quarterly Newsletter. Souvenirs and brochures are published to commemorate various occasions throughout the year (e.g. conferences, National Integration Camps of NSS, Hospital Day etc.)

➔ The students also contribute articles to various National and International scientific journals for publication.

The details of the articles published by the students are as below:

Year- 2014

Sl. No	PAPER TITLE	AUTHOR	JOURNAL	DEPT.
1	Risk factors, lipid profile and histo-pathological study of oral cancers in Kolar district: A case-control study	Amith Kamath K N Shashidhar Hemalatha A Harish, R VinayaBabu S	Journal of Cancer Research and Therapeutics Jan-March 2014; 10(1): 171-175	UG student Biochemistry Pathology ENT[4] 46/2014

Year- 2013

Sl. No	PAPER TITLE	AUTHOR	JOURNAL	DEPT.
1	Screening for Diabetes and their risk factors among adults in Rural Kolar - A community based study	Deepthi R Chandini C Pratyusha K Kusuma N Raajitha B GuruvarunShetty	International Journal of Research and Development of Health 2013;1(4): 152-159	External faculty UG students 103/2013
2	Significance of Blood Group and Social Factors in Carcinoma Cervix in a Semi-Urban Population in India	Lee Jun Kai Kalyani R Harendra Kumar M LNarayanaswamy M	Asian Pacific Journal of Cancer Prevention 2013; 4: 4811-4814	UG Student Pathology OBG 133/2013

Year- 2012

Sl. No	PAPER TITLE	AUTHOR	JOURNAL	DEPT.
1	A study on Origin of Lateral Circumflex Femoral Artery: an Original Article	Sridevi N S, Shiny Vinila B H, Kumaraswamy R& Joanna Han Yen Ting[2]	Anatomica Karnataka 2012; 3-6(3): 35-37	Anatomy UG student 140/2012

5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes, the university has duly constituted students council under the UGC (Institutional Deemed to be Universities), Regulations, 2010.

- ➔ The Student Council of the university is constituted based on nominations of representatives by the students and has subcommittees under it namely, Cultural, Sports, Magazine committees and Class Representatives.
- ➔ The activities of the Students' Council includes organising various intra and inter collegiate sports and cultural events (viz. Plexus, Parva, Fun Mela, Athletic meets etc.), observation of Independence & Republic Days and other important National events, UG Research Conference (DeMedCon), WEC, NSS (including National Integration Camps) and YRC activities.
- ➔ All the above events/ and activities receive generous monetary support from the university, the students arrange sponsorship to partially fund such events and also generate funds from the sponsors.
- ➔ The composition of the Students' Council and various committees for the current Academic Year is given as below:

Students' Council

1. Puneetha .J	9th term	General Secretary
2. Rohan. V	9th term	Co- General secretary
3. Kaustav Dasgupta	7th term	Joint General Secretary
4. Dedeepya. M	7th term	Joint Co-General Secretary

Cultural Committee

5. Arshak.k	5th term	Cultural Secretary
6. Aishwarya.W	5th term	Co-Cultural Secretary
7. Mrudula.M. L	3rd term	Member
8. Abhilash	3rd term	Member
9. E.S.Nikhil	1st term	Member
10. Trisha.S	1st term	Member

Sports Committee

11. Yashwanth.S	5th term	Sports Secretary
12. Kavya.M	5th term	Co-Sports Secretary
13. Subodaya.R	9th term	Member
14. Meenakshi.G	9th term	Member
15. Vishranth.N.S	7th term	Member
16. Spoorthi. R	7th term	Member
17. Gracia MAS	3rd term	Member
18. Harshavardhan	3rd term	Member
19. Jatin.K	1st term	Member
20. Sakala Monika	1st term	Member

Magazine Committee

21. Deepak.M	5th term	Magazine Secretary
22. Ayesha.R	5th term	Co-Magazine Secretary
23. Sitaram	9th term	Member
24. Prajeeth.M.R	9th term	Member
25. Aisha.R.S	9th term	Member

26. Sriya .G	7th term	Member
27. Maya.L	5th term	Member
28. Preksha.M	3rd term	Member
29. Abhinaya.R	3rd term	Member

Class Representatives

30. Silar Khan	9th term	Member
31. Shwetha.R.G	9th term	Member
32. Kushal.G.T	7th term	Member
33. Spoorthi.R	7th term	Member
34. Deekshith J.R	5th term	Member
35. Deepthi.R	5th term	Member
36. Aashika.M	3rd term	Member
37. Vinay	3rd term	Member
38. Priyatham Reddy.k	1st term	Member
39. Tejasree.P	1st term	Member

5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.

➔ Student representatives have been included in various academic and administrative bodies viz.:

- Students Council
- Sports And Cultural Committee
- Hostel Committee
- Magazine Committee
- Students' Cooperative Society
- Women Empowerment Cell
- Library Advisory Committee

- Student Research Committee
- Anti-Ragging Committee

➔ The students participate actively in the meetings of various committees and provide valuable feedback which helps in future policy decisions.

➔ They conduct sensitisation programs for the freshers that help the newcomers in getting accustomed to the institutional environment.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the institution.

The Vision and Mission statements of the university are clearly defined and are integrated into various academic and administrative activities of the university.

Vision

"University of Excellence and Knowledge for Posterity".

Mission

- ***To be a global center of excellence for Teaching-Training and Research in the field of Higher education.***
- ***To inculcate scientific temper, research attitude and social accountability amongst faculty and students.***
- ***To promote value based education for overall personality development and leadership qualities among the students among the students to serve humanity.***

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the Mission statement of the university defines its distinctive characteristics in terms of addressing the needs of the Society, the students it seeks to serve, its tradition and value orientations and its Vision for future.

The Mission statements encompass specific ideologies to create encouraging conditions to achieve its Vision by providing finest

facilities to its stakeholders to perform their best; that the university creates a niche in the field of higher education and generates trained professions competent to tackle-up the contemporary issues as well as problems of the future, particularly in the area of medical and health education and health care services. To fulfill these aspects the university has been

- ➔ Continuously, upgrading the curricula of all its programs and making the same contemporary to impart need and value based education to its students.
- ➔ Providing facilities for the faculty to update themselves through faculty development program, encouraging them to attend Continuing Medical Education programs (CME), Workshops, and Conferences etc.
- ➔ Providing State of Art health care facilities to the rural population on par with the facilities available to urban population.
- ➔ Reaching the unreached is one of the primary activities of the university which help the remote villages to get health care facilities and health education.
- ➔ The university promotes and ensures that its work is in tandem with the national programs on health and diseases to reach the people and achieve the goals.
- ➔ The university regularly conducts health camps which include, free health checkup, health checkup camps at schools, Maternal Child Health (MCH), health education to school children and rural mass. Health surveys on various diseases are also a focus.
- ➔ One of the noteworthy initiations by the university are the introduction of Para- medical courses (vocational) courses which are offered to the rural students at subsidized fee with a provision

for students to acquire additional skills through introduction of electives and earn while learning schemes.

➔ Kolar District, both geographically and occupationally suffers from several health / diseases issues. The university has taken up surveys on flurosis, diabetes, health status of ex-miners, dysmorphic patients etc.

6.1.3 How is the leadership involved in

* ***developing E-Governance strategies for the institution?***
* ***ensuring the organization's management system development, implementation and continuous improvement?***
* ***interacting with its stakeholders?***
* ***reinforcing a culture of excellence?***
* ***identifying organizational needs and striving to fulfill them?***

➔ **Developing E-Governance strategies for the institution.**

Keeping pace with the global trends in Information Communication Technology (ICT), the university has imbibed all the necessary ingredients for developing E-governance.

- The university has established a Department of Information Technology with adequate man power and infrastructure for the growing needs of e-governance.
- The university has developed and deployed software for the medical college (CIMS), hospital (HIMS), Finance, Evaluation, Library management, research student support services.
- 1 GBPS, broadband internet connectivity in the campus (under NMEICT scheme of MHRD, Government of India).
- Robust LAN Connectivity for intra and internet connectivity supported by Hot Spot *Wi-Fi* connectivity.

- Communication pertaining to meetings, dissemination of minutes of meetings, other official communications, Notifications etc. through e-mail.
- Web-based emails are developed for faculty and the students so that any information related to them can be undertaken extensive computer training for the staff.
- The university website www.sdua.ac.in is being continuously updated and made dynamic to disseminate the information to stakeholders.

➔ **Ensuring the organization's management system development, implementation and continuous improvement?**

- The university strongly believes that a focused and proactive leadership is pivotal for its overall growth, development and enhancing the quality of governance system. The university, right from its inception, the Vice Chancellors of this budding university have been persons with great personal and professional qualities and competencies. Their leadership has been exemplary and the team work lead by the Vice Chancellors hardly failed to ensure success, in the university's endeavours for excellence through the participatory approach towards the governance system.
- The development of governance system of the university, essentially originates at the levels of Board of Management and other statutory bodies. Vice Chancellor being the ex-officio chairman of the authorities, plays a pivotal role to ensure that all the statutory bodies meet regularly as stipulated in the UGC (Institutions Deemed to be Universities) Regulations, 2010. The deliberations in the meetings of these statutory bodies and

such other bodies ensure appropriateness in the governance system of the university.

- The internal co-ordination and monitoring mechanism ensures effective implementation of the decisions. All activities of the university, constituent college and departments directly are directly under the administrative control of the university and are well planned in advance and disseminated to stakeholders timely by way of calendar of events and website.
- Every year, the university publishes its updated Calendar of Events, a hand book for administrators and members of various committees, bodies and faculty to ensure the participation of members in meetings. Students also are given term wise schedule of activities in the form of a folder course wise.
- In order to ascertain that no system fails to achieve the desired goals, the university not only monitors all the activities through separate committees but also ensures need based modifications in the management of the organization.
- The feedback mechanism is the mainstay of successful implementation and continuous improvement. Feedback analysis is the approach in conjunction with the interactions with stakeholders to assess inadequacies in the existing system and to evolve remedial measures.

➔ **Interacting with its stakeholders?**

The university provides ample opportunities to all its stakeholders for effective interaction with the management. In the first place, all the statutory bodies of the university have representatives particularly from the teaching faculty. For the non-teaching staff representations have been provided in relevant committees to put

forth their views, suggestions or express inadequacies etc. The students are given opportunity to express their views on teaching, learning evaluation through feedback processes. The analysis of feedback and its outcome is regularly used for improvement of the quality enhancement of teaching-learning process, research, evaluation and other co-curricular and extracurricular activities.

- Assessments of professional competencies related activities for the teaching and non-teaching staff provides ample opportunities to express their strength, grievances and also to request the management for needful assistance for improvement of competences.
- The management also holds meetings with faculty, non-teaching staff, students and their parents to appraise the functions of the university and to make note of short comings if any.
- The university rewards all levels of employees for their competence and also students with certificate of merit, cash awards, incentives, scholarships etc.

➔ **Reinforcing a culture of excellence?**

- The ultimate goal of the university is to become an institution of excellence with global acceptance in academics and research. It also aims to exert efforts in its overall performance in co-curricular and extra-curricular activities so that the outgoing graduates of the university have distinct attributes and character to meet the global standards.
- To achieve this vision, the university continuously strives to refine its approaches in teaching-learning, training process, research and evaluation activities. The university provides

opportunity for the faculty to acquire greater competencies through faculty development programs and also, to acquire latest knowledge in their disciplines.

- Continuously upgraded infrastructural facilities are provided to the faculty and students to excel in their fields so that they are not undermined or overcast by others.
- The administrative, technical staff are also given opportunity to acquire new skills (training in Renal Dialysis, Imaging Technology, Central Sterile Service Department, computer etc.) required to keep them abreast with changing needs and demands of the academics and administration.

➔ **Identifying organizational needs and striving to fulfill them?**

- The Vision and Mission of the university are fulfilled through appropriate strategic approaches. The goals to be achieved determine the path of journey. Obstacles or any hindrances which hamper the progress path are identified through participatory approach. The proactive role played by the university management and participatory approach helps to inspire its administrators, staff and stakeholders to fulfil the Vision and Mission.
- The feedback obtained from the stakeholders on various activities of the university and its outcome helps to identify the needs of the organisation and issues to be dealt by the authorities of the university.
- The university befitting to its Vision and Mission statements has developed a short term and long term a perspective plan document, which is the path to achieve the goals of the university.

6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.

No, all the posts of top management like Vice-Chancellor, Registrar, Finance Officer, Controller of Examinations, Deans, Principal and other administrative functionaries are filled in as per the procedures laid down in UGC (Institution Deemed to be Universities) Regulations, 2010 amended from time to time till 2015.

6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

All the Authorities and Bodies are duly constituted and their composition is as per the various provisions made in the UGC (Institution Deemed to be Universities) Regulations, 2010 updated up to 2015.

All the meetings of the various Authorities and Bodies are held regularly. The university has prepared a well-planned Calendar of Events which released and distributed to all its members before the end of previous year to ensure that all the meetings are held timely and regularly round the year. There has been no postponement of meetings. However, during inevitable occasions, meetings are rescheduled and conducted in advance and meetings are not postponed.

6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the university promotes culture of participatory management.

The faculty has representations on Board of Studies, Academic Council, Board of Management, Planning and Monitoring Board, Library Advisory Committee, Research Committee and departmental committees. The senior administrative functionaries are also involved in these Authorities and Bodies.

The faculty and students are members of various committees and subcommittees related co-curricular and extra-curricular activities.

The participative management approach ensures the sense of involvement of stakeholders at various levels, helps to implement the decisions taken by the authorities and bodies and ultimately helps to keep the organization on proper track and the employees understand all facets of its functioning viz., in teaching, learning, evaluation, research, students needs and employees welfare aspects. Above all participatory management ensures sense of involvement of stake holders in the system.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous.

Sri Devaraj Urs Medical College is the constituent college of the university. The Principal is the administrative head of the college and the Medical Superintendent looks after the affairs of the hospital. The college and the hospital have been permitted to constitute various committees for its smooth functioning in the academic and administrative activities. Some of the important committees are College Development Committee, Hospital Development Committee, Medical Education Unit Committee, Human Rights Committee, Institutional Research / Dissertation Review Committee, Grievance Redressal Committee, Hospital Core Committee, Hospital Infection Control Committee etc. All these committees meet periodically and the decisions / resolutions of these committees are communicated to the university. The decisions taken by the committees are generally accepted and wherever necessary constructive inputs are provided by the authorities to improve the overall functioning.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

The university is established under Sec.3 of the UGC Act, 1956 and has no provision to give autonomous status to its constituent colleges.

6.1.9 How does the institution groom leadership at various levels? Give details.

One of the distinct features of the university is to provide scope for improvement of leadership and grooming future leaders at all levels.

The university always provides ample and equal opportunities to all its employees to be a part in various Authorities, Bodies and Committees and provide freedom to express their views, suggestions, etc.

The persons with flair for different skills such as resilience, learning agility, interpersonal proficiency, decision making are identified and given appropriate additional tasks befitting to their competences and interests.

The university follows the UGC policy of headship rotation for all the Departments so as to inculcate administrative instincts among the senior faculty and professional training program are organized for the staff involved in leadership.

6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to

* ***Information Technology,***
* ***National Knowledge Network (NKN),***
* ***Data Bank,***
* ***Other open access resources along with effective intranet facilities with unrestricted access to learners.***
  If yes, give details.

Yes, the university has knowledge management strategies. The details are as below:

➔ **Information Technology:**

➔ The university has established the Department of Information Communication Technology with adequate trained man power for the management of ICT infrastructure.

It has initiated necessary steps to inculcate the culture of use of information technology in day to day activities of the university, college, hospital and other departments of the university.

Various buildings in the campus are connected by Local Area Networking and are provided with internet connectivity. Circulars, meeting notices, minutes of the meetings etc. are sent through e-mail to disseminate the information. University effectively utilizes its website to disseminate relevant information about the university to all the stake holders.

➔ **National Knowledge Network (NKN):**

The university utilizes National Knowledge Network connectivity and has 1Gbps internet leased line connectivity provided by NMEICT (MHRD sponsored) to access the services provided by NKN which include generic services, community services and special services.

➔ **Data Bank:**

The university established Data Centre which helps to maintains data on all its employees and students. It has a well maintained Medical Records section to store the data of the patients. The hospital management system is in place for patient related information and the college information management system for student related information. The examination section maintains a

separate confidential server and maintains the data on the examination system. The University library maintains the softcopies of the dissertations, question papers etc.

➔ **Other open access resources along with effective intranet facilities with unrestricted access to learners:**

The Library and Information Center provides access to open resources through effective intranet and intranet facilities and faculty and students are free to access the resources. Though the university promotes unrestricted access to e-resources, it ensures official access and curtails unauthorized websites visits.

6.1.11 How are the following values reflected in the functioning of the institution?

* ***Contributing to National development***
* ***Fostering global competencies among students***
* ***Inculcating a sound value system among students***
* ***Promoting use of technology***
* ***Quest for excellence***

➔ **Contributing to National development :**

The university ensures all the national policies pertaining to medical education, health education and health care are incorporated in various aspects of its academics, administration and research.

In the health care sector, the university ensures that National Rural Health Mission, Pulse Polio, awareness programs on health and disease are implemented and disseminated to the community.

The teaching hospital is the only tertiary health care hospital in this region covering Kolar, Chikaballapur and neighboring districts of

Tamil Nadu and Andhra Pradesh. The hospital provides primary to tertiary health care facilities to all patients at free of cost. It also has adopted urban health centre and primary health centres in various villages.

The hospital also accepts all the health care insurance schemes of the State and Central Government; a few of them being Yeshaswini Insurance Scheme, Arogya Bhagya, Balasanjeevani and Vajpayee Arogya Shree and these schemes have immensely benefitted.

The university has implemented Swachh Bharat Abhiyaan exhorted by the Prime Minister of India and all the employees devote two hours in a week to keep the various premises clean and hygienic. The university also extends its clean campaign activity periodically to the neighborhood. The university is also effectively implanting flagship programs, Digital India, Make in India and Skill India of Government of India.

➔ **Fostering global competencies among students:**

The university confirms that the teaching and learning activities that meet the highest standard and it tries to inculcate the student's soft skills relevant to their professions. The students are given opportunities to select elective subjects to enhance their skills abilities and competencies.

The under-graduate, post-graduate and research students are given opportunities to engage in research and are encouraged to participate in various conferences, workshops and training programs. The university organizes a conference exclusively for the undergraduate students to kindle their research instincts.

Students of this university are given compulsory training in CPCR which makes them competent to handle emergency situations.

➔ **Inculcating a sound value system among students:**

The university plays proactive role in inculcating the sense of togetherness, compassion and empathy among the students. Orientation classes are conducted for the students to train them to interact with the patients and neighborhood communities to understand their problems, interpersonal relationship etc. The university ensures that an effective mentorship program is in place for the overall growth and performance of the students.

The university has been conducting National Integration Camps (NIC) and Blood Donation Camps as part of NSS and Youth Red Cross activities respectively. These activities help the students to understand the human problems and teach sound values.

➔ **Promoting use of technology:**

The university has established the Department of Information and Communication Technology and has 1 Gbps leased line internet connectivity under NMEICT scheme by the Ministry of Human Resource Development, Government of India.

The campus has LAN connectivity between the buildings and has Wi-Fi connectivity in the selected locations.

Teaching-learning process and evaluation activities in this university extensively use ICT facilities through smart classrooms to ensure the students and teachers are exposed to this technology and moreover help the faculty to make teaching-learning process interactive.

There are softwares installed in the college, hospital, examination section, account section, Library as a part of e-governance with adequate manpower and infrastructure. The digital Library

provides access to e-journals, e-books and other e-resources for effective learning.

The work of Evaluation and Finance Division is fully automated by using the advanced technology.

➔ **Quest for excellence:**

The goal of the University is to become an institution of excellence and it strives hard to achieve it in all its activities; viz. in academics, research, administration, co-curricular and extra-curricular activities. Some of the initiatives in this direction are;

- Innovations in teaching learning and evaluation.
- Updating curriculum to include recent developments.
- Memorandum of understanding with institutions and other universities of excellence for achieving greater quality.
- Creation of exclusive infrastructural facilities and availability of qualified and experienced manpower for research.
- Encouraging faculty to perform advanced research and publish the data in high impact factor journals.
- Encouraging the students to participate in NSS, YRC and Outreach activities for overall growth as well as to inculcate human values to create youth of special qualities.
- The University has state of art facilities for sports and cultural activities and promotes the participation for their physical and mental wellbeing.
- The university plays proactive role to incorporate information communication technology in all its facets of its activity for global competence.

6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.

No, there are no adverse reports given by National Regulatory body against the university.

6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?

Each year the university prepares its annual budget in order to have a regulatory mechanism to strike a balance between the cash inflow and outflow. Based on the cash inflow the funds are allocated for the various activities which include fund allocations for procurement of teaching-learning aids, books, journals, audio visual aids, health care services includes funds for free treatment of the patients of the teaching hospital, conduct of various health care camps, research (support for faculty to do research, publication expenses, incentives for publications) and faculty development (financial support for the faculty to take part in various conferences, workshops, seminars) and for the conduct of training of the faculty.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

* ***Vision and mission***
* ***Teaching and learning***
* ***Research and development***
* ***Community engagement / outreach activities***
* ***Human resource planning and development***
* ***Industry interaction***
* ***Internationalization***

Yes, the university has perspective plan viz. Vision-2020 document which is prepared as per the recommendations of the Planning and Monitoring Board and approved by the Academic Council and Board of Management. The university has a well-defined short-term and long-term perspective plan, which envisages the growth plan of the university in respect of teaching-learning, research, outreach activities, human resource planning and development, industry and institutional associations and international linkages, starting new programs, creation of new facilities. The period covered under the perspective plan is from 2007 to 2020 which has been demarcated in to three distinct short term periods such as, immediate goals spanning from 2007 to 2010, intermediate goals from 2007 to 2015 and long-term goals from 2007 to 2020. The Planning and Monitoring Board and the Board of Management of the university assess the progress achieved by the university on the goals envisaged in the Perspective Plan of the university half yearly.

➔ **Vision and Mission:**

The Vision and Mission statements of the university are-

➔ ***Vision***

"University of Excellence and Knowledge for Posterity".

➔ ***Mission***

- ***To be a global centre of excellence for Teaching, Training and Research in the field of Higher education.***
- ***To inculcate scientific temper, research attitude and social accountability amongst faculty and students.***
- ***To promote value based education for the overall personality development and leadership qualities to serve the humanity.***

The perspective plan of the university has large number of goals incorporated in it to achieve the Vision and Mission of the university.

➔ **Teaching and learning:**

The perspective plan envisages to develop and adopt innovative curricula and syllabi within the guidelines of the statutory body for qualitative improvements in teaching, learning and evaluation processes, mentorship programme, remedial courses for under achievers, starting of new programs/courses, establishment of new departments and to bring the other institutions run by the sponsoring trust under the ambit of the university in order to have more number of faculty of studies and also to conduct interdisciplinary programs.

➔ **Research and development:**

The institution envisages through its growth plan to prepare for the start of Ph.D. programs in various departments, encourage the faculty to engage in research, conduct and participate in CME programs, Conferences, Workshops, Guest Lectures, Annual national research seminar etc. The faculty is provided with funding for research projects and to publish their research findings. It has established a separate wing of Research and Development and has constituted 'University Research Committee' and 'Central Ethics Committee' for the advancement of research. There is also provision in the plan to collaborate with the institutions of excellence to augment the research activities in the university. The provision in the activity plan of the university includes the establishment of dedicated research laboratories and to take up inter disciplinary research activities.

➔ **Community engagement / outreach activities:**

The constituent college of the university has obtained the administrative control of the Primary Health Centre at Devarayasamudra from the Government of Karnataka under Public Private Partnership model which caters health care needs of the people residing geographical cluster of 19 villages.

The university reaches to the community by the organising large number of outreach health camps, thus reaching the unreached as envisaged in the activity plan. The students involve in these as part of the NSS and Youth Red Cross activities. Women Empowerment Cell of the university also conducts outreach programs to empower the women population.

➔ **Human resource planning and development :**

The human resource planning is done in accordance with norms of medical Council of India for the programs under Faculty of Medicine and for that of Allied Sciences is done as per university regulations on the basis of programs and courses. The professional development is ensured through the organization of various Faculty Development Programs (FDP)

➔ **Industry interaction:**

The plans of the university provides provision for industry institution partnership and it has already established partnership with Research and Development wings of relevant industries for enhancing the research capabilities and quality. The university has signed MoU with M/s. Genotypic Technologies Private Limited, Bangalore and MIR Life Sciences, Bangalore for collaborative research work in Molecular Genetics.

➔ **Internationalization:**

The policies of the university permit linkages with associations and with international universities. In this direction, the university has already signed MoU with University of Minnesota for teaching and research in the areas of Public health and occupational health as well as a MoU with University of Illinois for quality enhancement in teachers training program. The university also admits foreign students and they involve in learning processes in the university particularly in community health related studies.

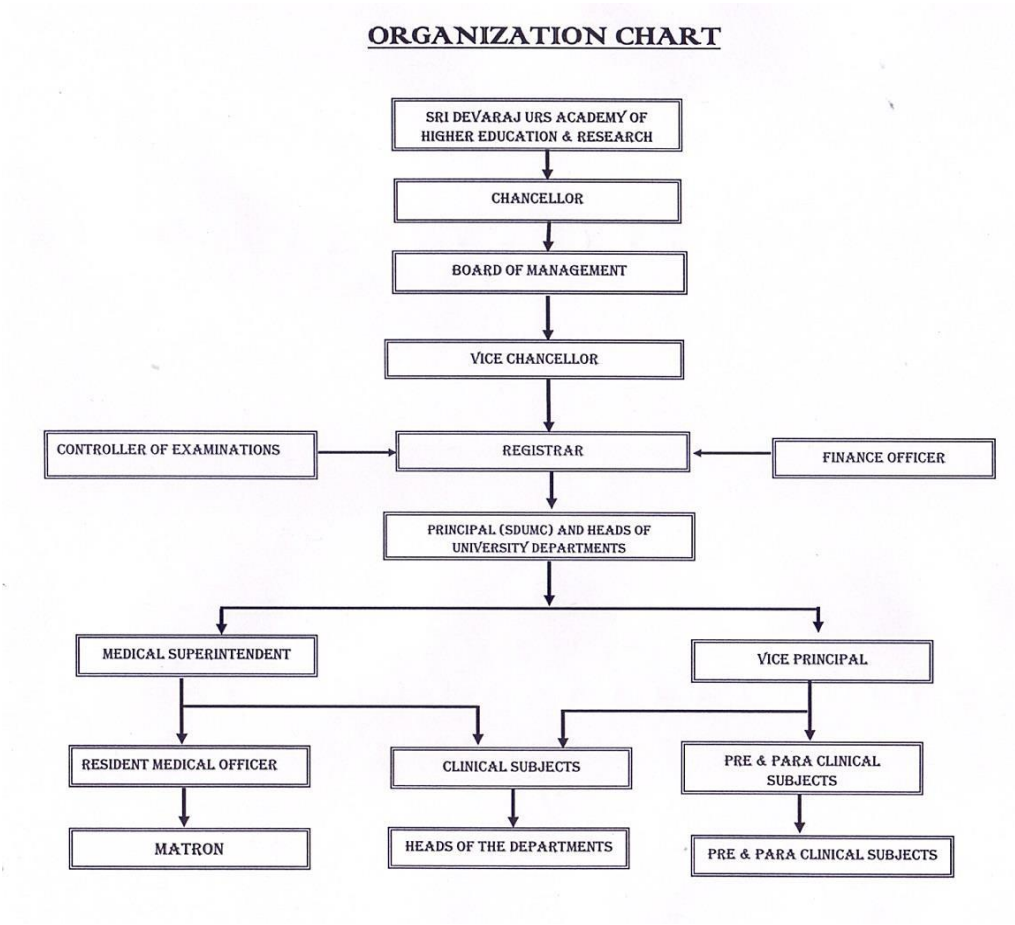
6.2.2 Describe the institution's internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.

* ***Is there a system for auditing health care quality and patient safety? If yes, describe.***
* ***How often are these review meetings held with the administrative staff?***

The organizational structure of the university is based on the UGC (Institution Deemed to be Universities) Regulations, 2010 and amended up to 2015. The various Authorities and Bodies are constituted and has also appointed all statutory officers. The decisions are taken by the Authorities and Bodies and are effectively implemented by the officers of the university. The university follows the flat hierarchical mode of governance. The university has four main Divisions namely General Administration, Academic Finance and Evaluation. These divisions are further divided into sections and units depending on the needs of the administration.

The Vice-Chancellor by the virtue his position is principal academic and executive officer of the university and is in charge of their respective Division and, they report directly to the Vice-Chancellor.

The Organogram of the university is as below:



Chancellor:

As defined in the UGC Regulations – 2010, the Chancellor of the university presides over the convocation of the university and does not involve in any decision making aspects or administration of the university.

The Vice-Chancellor:

The Vice Chancellor is the principal academic and executive officer of the University and he is responsible for overall functioning of the university and is accountable to the Chancellor through the Board of Management. He presides over the meetings of Board of Management, Academic Council, Planning and Monitoring, Finance Committee.

Board of Management:

Board of Management is the Principal Executive Authority of the University and advises to the Academic Council, Finance Committee, Planning and Monitoring Board in the matters of academic, administration, finance and the growth of the institution.

Academic Council:

The Academic Council is the principal academic apex body of the university which is responsible for the maintenance of standards of teaching, research and training, approval of syllabus, co-ordination of research activities, examinations and tests in the university.

Boards of Studies:

The university has constituted six Boards of Studies by grouping subjects and it is the platform for the generation of academic innovations, designing of curricula for the courses, revision of curricula and nominations of Panel of Examiners.

Planning and Monitoring Board:

The Planning and Monitoring Board is the principal planning body of the university and is responsible for the monitoring the development of the programs of the university.

Finance Committee:

Finance Committee of the university is responsible for the financial planning and management of the funds. It prepares the annual budget and monitors the revenue generation and expenditure and income-expenditure and Balance Sheet of the university.

Selection Committee:

The university has constituted a selection committee for the appointment of Professors, Associate Professors, Assistant Professors and such other teaching / research positions in the university with external experts.

The concerted efforts of all these Authorities and Bodies of the university ensure that the governance of the university is in right direction and without bias. The external members of Authorities and Bodies provide necessary inputs for quality enhancement of the academic, research and administrative activities of the university.

➔ **Is there a system for auditing health care quality and patient safety? If yes, describe.**

Yes, the university has system for auditing health care quality and patients' safety.

The university has constituted various committees for the audit of the health care quality and patient safety and they include Hospital Infection Control Committee, Hospital Mortality and Morbidity Monitoring committee, I.C.U. Monitoring Committee, Blood

Transfusion Committee, Tumor Board Committee etc. These committees meet as per the Calendar of Events to review the quality of patient care and safety and submit the report to the Board of Management.

➔ **How often are these review meetings held with the administrative staff?**

Review meetings are conducted periodically with the administrative staff to apprise them the outcomes of the meetings of the committees indicated above in order to circumvent short comings and to further enhance the quality of patient care.

6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.

Yes, the university conducts meetings of Authorities and Bodies of the university as provided in the UGC (Institution Deemed to be Universities) Regulations, 2010 amended up to 2015.

All the meetings of the various Authorities and statutory Bodies are conducted regularly as per the Bye-Laws of the university and as published in the Calendar of Events of the university. The details of the meetings conducted during last four years as below:

Sl. No.	Meetings	Total No. of meetings
1)	Board of Management	**32**
2)	Academic Council	**21**
3)	Planning and Monitoring Board	11
4)	Faculty of Medicine	11
5)	Board of PG UG Teaching, Research and Recognition	5
6)	Board of Studies (all 6 Boards)	73

Major outcomes of the meetings conducted are

- ➔ Approval for Curriculum Design and revisions as and when required;
- ➔ Approval of appointments of faculty and other supporting staff;
- ➔ Approvals for the start of new programs/courses under faculty of medicine ;
- ➔ Creation of new faculty of Allied Health Sciences;
- ➔ Establishment of new Departments of study;
- ➔ Approvals for the start of courses under the faculty of Allied Health Sciences;
- ➔ Approval for the budget allocations and audited reports;
- ➔ Approval for the award of degrees and diplomas during convocation, including conferment of Hon. Doctorates to selected persons of eminence.
- ➔ Approval for introduction of innovative teaching-learning methods and evaluation reforms;
- ➔ Approval of panel of Examiners;
- ➔ Approval of appointment of visiting Professors and
- ➔ Approval for collaborations with institutions of excellence.

6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes, the university has developed policies to ensure quality in all facets of its activities viz., teaching-learning, evaluation and patient care activities.

- To ascertain sustainable quality enhancement, the university has designed several strategies which include:
- Collection of data and information on various activities of the University for monitoring and continued supervision in all its operations.
- The establishment of Faculty Development Committee at department levels forms the foundation of quality assurance initiative in teaching, learning, evaluation and research activities.
- Feedback mechanism ensures the quality in teaching-learning process, evaluation and teacher quality. Well structured feedback formats are also developed so that all stakeholders can participate in the quality enhancement programme.
- To ensure quality, the university utilizes self-appraisal mechanism on performance of faculty.
- The non-teaching staff performance is assessed through the feedback from the controlling officers by way of their confidential reports.
- In the teaching hospital, feedback is obtained from the patients and their relatives and outcome is used for enhancing the quality of the patients care.
- The IQAC of the university ensures that the quality initiatives are deployed and reviewed periodically for furtherance of excellence.
- Whenever and wherever necessary the inputs from various committees are placed for concurrence / approval of the authorities of the university for deployment in the constituent unit through its Head as well as Heads of Departments.

The feedback analysis and appraisal mechanism as indicated above ensures quality of the employees both teaching and non-teaching staff. The outcome of the review mechanisms help for self-improvement and in identifying the best performers.

6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes, the university encourages its academic departments to function independently by delegation of authority at various levels with sense of accountability. The Departments of the University function independently and autonomously to a greater extent particularly in the matters of teaching, learning and evaluation as well as research activities.

The department has curriculum development unit and has autonomy to plan for new courses and faculty development committee to discuss and appraise the university authorities for requirements on man power and infrastructure.

Each department has to present the achievements and other relevant information in the meetings of the Academic Council and Board of Management which will ensure that the departments function befitting to the university goals and objectives.

6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?

Yes, the university along with 43 Institution Deemed to be Universities has filed case in Hon'ble Supreme Court in relation to WP 142/2006 its outcome is expected in November 2015. There are no court cases against the university in any courts.

6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

The university has constituted Grievance and Redressal Committees to address the grievances of faculty, students and staff.

The following mechanisms are evolved by the grievance and redressal committee to analyze the grievances submitted by the stakeholders.

- ➔ The committee makes it necessary that grievances are submitted in writing.
- ➔ It ensures that the aggrieved is allowed to discuss the grievances in a confidential manner.
- ➔ It ensures that there is genuineness in the grievance submitted and collects all relevant facts about the grievance and examines the records of both the aggrieved and the offender.
- ➔ The committee confirms the correctness of the grievances and correlates the same with the records of the aggrieved as well as offender.
- ➔ Based on the wisdom of the members and the chairman of the committee, necessary action plan will be proposed and submitted to the Head of the institution

The constituent college of the university has also appointed a counselor for the students. This is to ensure that minor problems relating to academics in case of students and service performance in case of employees can be solved or dealt with.

There are also mentors and a student welfare officer to look in to the grievances of the students.

The university has constituted Prevention of Sexual Harassment and Redressal Committee to look in to the gender related issues at work place.

6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, the university has developed on-line student feedback mechanisms in respect of teaching, learning and evaluation activities which are the core activities of the institutions.

The format is defined to maintain confidentiality of the student for evaluating the teachers' performance and departmental facilities.

The university also periodically holds meetings with the students to interact confidentially and on issues related to teaching, learning activities and non-academic issues. The proceedings of the meetings are maintained and necessary actions are implemented.

The feedback analyses are utilized to improve the performance of the institution in terms of teaching and providing best of facilities for better performance of the students.

6.2.9 Does the institution conduct performance audit of the various departments?

Yes, the university conducts performance audits of the departments through the external peers.

The university has made it mandatory that all departmental achievements are presented in the Academic Council through a schedule developed by the university. At each meeting of the Academic Council, 2-3 departments present the details on the

performance in respect of teaching, training, evaluation, health care services and research.

The university has developed a format indicating various activities that are performed by the departments and the person's in-charge for the same. Each faculty is assigned with specific responsibility for the smooth functioning of the department.

Each department has been advised to conduct Faculty Development meeting every month a forum created for discussing the issues related to teaching, learning, evaluation, research and administration.

University has developed format for the Evaluation of the Departments on their performance and the analysis of the format is utilized to identify the best performing department and the Best Department award is declared during the celebration of Republic Day every year.

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?

The university does not have affiliated college but has a constituent unit consisting of a college and a teaching hospital. The university believes that the performance of the constituent unit is the reflection of the quality of the university. To achieve this, the university constantly interacts with the college and the hospital and various departments of the university for the need assessment and fulfillment.

The heads of the constituent college and the hospital and various departments would submit the developmental requirements of the university and the departments in terms of infrastructure and manpower.

The Planning and Monitoring Board of the University meets twice in a year to evaluate the major requirements for the development of the departments submitted by the constituent unit which are directly under

the administrative control of the university. The recommendations of the Planning and Monitoring Board would be finalized by the Board of Management.

The university has the Building and Works and Purchase Committee to process the infrastructural requirements of the various departments.

The university conducts monthly review meetings of all the officials of the university, constituent college and teaching hospital as well as ancillary sections / units to work out developmental strategies.

6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, consultation charges available on the website?

The university has its website ***www.sduu.ac.in*** which provides links to the college and the hospital. The information regarding faculty specialists, other areas of specialization, days of availability, consultation charges are available on the website. Besides, the availability of Doctors for consultation urban health centre, Kolar and Rural Health Centre are also available on the website.

As per the Medical Council of India directives, the details about the faculty and the hospital statistics (in patients, out patients, surgeries, laboratory investigations etc.) are updated on a daily basis. The websites are well maintained befitting to the image of the university.

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?

Feedback mechanisms are one of the tools extensively utilized by the university to evaluate the performances of the constituent college, teaching hospital and the departments.

All stakeholders of the university viz; the students as well as the patients are given appropriate opportunities to register their feedback on teaching, learning and health care services.

The feedback analysis and its outcome helps the university to identify the strengths and weakness of the teaching faculty and the health care services provided to the patients. The well performing employees as well as the departments are complemented and the underperforming are given appropriate attention and training to catch up with the requirements of the university. The student feedback is one of the tools used to assess the faculty competence to the training needs of the students.

The patient feedback analysis is performed routinely for betterment of the patient care. The outcome of the analysis has resulted in the creation of screening desk to facilitate the patients to approach the relevant department for treatment. The feedback analysis details are preserved in the university, constituent college, hospital and the departments.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?

The concept of professional development is well conceived by the university and it makes all efforts to ensure that the teaching and the non-teaching staff are provided equal opportunities to enhance their professional competence.

After the establishment of the university, the existing Medical Education Unit in the constituent college was elevated to the

University Department of Medical Education (UDoME) (headed by a senior Professor and assisted by a team) which primarily concentrates on training of faculty on various educational technologies and teaching methodologies. The UDoME has a separate calendar of events of its own, giving the details of an yearlong educational activities meant for all levels of staff and students. The members of monitoring committee of UDoME include eminent external medical educationalists who supervises and guides the department; The committee meets twice a year on scheduled dates as per the almanac. In addition, an in-house core committee of UDoME meets monthly to deliberate on action plan for the scheduled activities and also to analyze the feedback obtained on the activities already conducted.

The Medical Education Department, every year, conducts Orientation Programs for the newly admitted undergraduate and postgraduate students, Training of Trainers (ToT) programs for the teaching faculty (especially the newly recruited ones) and programs addressing various educational reforms like Assessment Reforms, Question Paper setting, Curricular planning etc.

The UDoME also shortlists the teaching faculty for deputation to higher centers like National Teachers Training Center (NTTC), Pondicherry, MCI approved advanced teachers training center (St.John's Medical College, Bangalore). The teaching faculty is also motivated to enroll themselves for Faimer's Fellowships and Ph.D programs in Medical Education. This Department also conducts workshops for soft skill development which would help the treating doctors and teachers to have an emotional binding to the patients and the students.

The UDoME also conducts skill development programs for administrative, technical and para-medical staff to enhance their professional competency.

Impact:

- Today more than 80% of the teaching faculty in the university are trained and updated on Medical Education Technology.
- More than, 20 members of faculty have been trained at NTTC.
- Three members of faculty are awarded Faimer's Fellowship.
- Two members of faculty are enrolled for advanced MCI Fellowship in Medical Education.
- One member of faculty has enrolled for Ph.D programme in Medical Education.
- As a result of the faculty undergoing specialized training in the respective fields, the university is able to establish various super / sub specialty departments in the areas of Neuro Surgery, Plastic Surgery, Paediatric Surgery, Urology, Head and Neck Surgical Oncology and sub specialty sections / units of Geriatrics, Diabetics, Pain Clinic and IHC). The university has applied for super specialty courses (M.Ch in Urology) from this academic year.
- The university has declared the year 2015 as the **Year for Medical Educational Reforms,** wherein the following reforms have been initiated:
  - Development of Question Bank
  - Institution of foundation course for the newly admitted undergraduates.
  - Introduction of electives

- Defining the learning objectives for clinical postings of undergraduates and postgraduates on rotational postings.
- Introduction of newer evaluation methods like OSCE / OSPE, Workplace Based Assessment in internal assessments.
- Introduction of semester system, Credit Based System of grading for the programmes offered under the Faculty of Allied Health Sciences.

The non-teaching employees of the university are given training in communication skills for effective interaction with the patients, computer training for enhancing the work efficiency, technical skills for enhancement of professional performance etc. The Women Empowerment Cell of the university is very proactive in providing computer and language training for the female employees. Some of the non-teaching employees on acquiring additional skills have been promoted to higher positions.

The above said professional development activities have resulted in the enhancement of competencies of both the teaching and non-teaching staff.

6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.

The various appraisal methods adopted by the university are:

➔ Self- appraisal
➔ Student appraisal
➔ Peer appraisal

Outcome:

The university periodically reviews the self - appraisals in respect of each of the faculty members through EFAP for grant of hierarchical promotions.

The student appraisals obtained at the conclusion of the course of study are utilized for adjudging the Best Teacher and also Best Department every year.

The peer appraisals are utilized by the University for promotions, grant of additional responsibilities, annual increments etc.

The appraisal methods have been useful to identify the extra ordinary skills of the faculty in their area of expertise and their competence to handle various issues other than the academics which include inter personal relationship, eloquence, and perseverance etc. to identify future successive leaders for the institution.

The review of various appraisal methods has resulted in identifying some faculty to entrust certain administrative responsibilities with regard to academics and research.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

A substantial number of faculty along with supporting staff which include technical, nursing and administrative and non-administrative staff are provided quarters in the campus for nominal rent.

All the employees and their family members of the university get free treatment in the teaching hospital.

The non-teaching staff staying near the university campus including Kolar city are provided free transportation.

There is a Central school in the campus catering to the educational needs of the children of the employees of the university and it provides substantial fee concession to the children of the non-teaching staff.

All the employees of the university are given interest free salary advance on a need based basis particularly for children education, marriage and health care. The faculty is given three months' salary as advance and non-teaching staff are given two months' salary.

All the employees of the university are beneficiaries of insurance schemes. The doctors are covered under indemnity scheme, students are covered under general insurance scheme and employees are covered under Employees Deposit linked Insurance scheme.

All the employees are eligible for enrolment in Employees Provident Fund Schemes and for Gratuity benefits.

There are schemes to offer employment to the wards of a deceased employee while in service and financial assistance in the instances of sudden demise of an in-service employee for funeral purpose.

6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?

The university provides the best work atmosphere to attract and retain the eminent faculty. The pay structure offered in this institution is one of the best in the country and the university nurtures by granting additional incentives for scientific publications/conduct of research/ attending conference/ additional administrative responsibilities for the eminent faculty whose services are beneficial to showcase the quality of the university.

Relation of faculty with university is more than two decades and attrition rate is around 2-3% which is a testimony that the institution

provides excellent facilities for the faculty to perform and improve their competence.

The faculty with proven competence is recognized and Best Teacher award is conferred on teachers of great quality on Teacher's Day celebration which is a recognition for the service to this institution. This is also encouragement for the faculty to continue their services in the institution.

Faculty who has acquired additional qualification and skills are given facilities to develop new areas of health care and research and additional allowances in the form of incentives are given to retain such staff.

The Sponsoring Society runs an international school where children of the faculty gets admission and tuition fee waiver.

6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes, the university has conducted gender audit of the university and the university is believes that there should not be any gender bias and encourages the sense of equity and gender integration which are the strengths of this organization.

The Audit analysis indicates that there exists a balance between the genders equations at all levels. There are many committees with women as the chair persons and memberships are granted to all the eligible women employees without gender bias.

In order to achieve sustenance of this policy the university has constituted Women Empowerment Cell to understand the problems of the women workers and address them with compassion and commitment.

To prevent sexual harassment of women at workplace, and to protect the rights of its women employees, prevent their exploitation, ensure gender equity and treat women employees with respect and in this regard, the university has developed a policy for prevention of sexual harassment. The separate washrooms, common rooms and cubicles are available for the women faculty and lady students

6.3.6 Does the institution conduct any gender sensitization programs for its faculty?

Yes, the university conducts gender sensitization programs for its faculty, students and staff.

The Women Empowerment Cell regularly conducts programs for the overall welfare of the women employees. It organizes computer literacy and English language proficiency training program for the needy employees and also for school girls in the rural background of the university. It ensures that the sense of wellbeing amongst the women employees and encourages them to involve in various activities and educate them about their rights and to counter the harassment at the work place. The Cell celebrates women's day and organizes guest lectures on various issues related to the women and their rights, welfare, safety, etc.

6.3.7 How does the institution train its support staff in better communication skills with patients?

The university often conducts seminars and lectures to improve the communication skills of the supporting staff with the patients. They are also apprised of the need for compassionate attitude towards the patients. The chief of the hospital affairs periodically interact with the supporting staff and apprise them on the significance of establishing better communication with the patients and their relatives.

6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments?

Yes, each department of the university displays the research activities and the thrust areas identified for the research on the notice board and website.

The research projects undertaken by the faculty are displayed prominently in each department as a reflection of research interest of the teaching faculty. The thrust areas of research are identified based on the research interest, competence and expertise of the faculty in each department.

6.3.9 Do faculty members mentor junior faculty and students?

Yes, the senior faculty mentors newly recruited junior faculty.

The university strongly believes in creating competent successive lines amongst staff and generating students with best knowledge and skills. To achieve this, the senior faculty of the university conducts regular programs for junior faculty to enhance their professional competency and also assist them in preparation lectures and practicals.

The senior faculty also inculcates research instincts / interests in the junior staff by including them in the research proposals planned by the senior faculty.

The University Department of Medical Education (UDoME) conducts training program for all the junior staff members on Teaching Methodology and Medical Education Technology. The Research and Development wing of the university conducts training program for the entire junior faculty on research methodology and various aspects of ethical issues related to research on humans as well as training on research proposal grant writing and publication of research papers.

Student mentorship program is very active in all the departments and it helps the students to overcome the problems in academic as well as non-academic activities. The university has recently conducted 'mentoring the mentor' programme for all the staff members.

6.3.10 Does the institution offer incentives for faculty empowerment?

Yes, the university offers incentives for the faculty empowerment.

The university encourages the entire faculty with equality to excel in their fields. It provides financial assistance for the faculty to participate and present papers in various conferences, undergo training in various workshop conducted in house and by other institutions.

The university provides funding for the faculty to carryout pilot studies to consolidate their research interest.

In extra ordinary cases, the university supports for publication of the research data in international journals with high impact factor.

Incentives are provided to the faculty for all the quality research publications having good impact factor and the university has a well-defined policy for incentives for scientific publications.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

The Finance Officer is chief executive officer of the finance division. He works directly under the control of the Vice-Chancellor and is responsible for preparation of budget audited statements and Balance Sheet. He is member secretary to Finance Committee.

The university has devised robust financial management mechanism as per MHRD directives which monitors the income and expenditure in

order to have financial control and to ensure regular and adequate availability of funds for the university activities.

The major source of financial resource is the tuition and other fees which has been fixed by the Fee Fixation Committee constituted as per the directives of Hon'ble Supreme Court of India taking in to consideration the total expenditure incurred by the institution and reserving reasonable surplus for future developmental activities. The tuition and other fees are revised once in three years and applicable prospectively. Apart from the tuition fee, the teaching hospital also generates revenue by way of sophisticated, investigations like MRI, CT Scan and super specialty services.

The Finance Officer provides the background planning on the revenue generation and expenditure details by obtaining relevant inputs from the Principal of the Constituent College, Medical Superintendent, Heads of the various departments' /divisions/ units.

The university adheres to the budget and deviations if any will be discussed in the finance committee and will be placed in the Board of Management for approval.

The Works and Purchase committee adhering to the budget allocation ensures that the expenditures are well within the funds available.

6.4.2 Does the institution have a mechanism for internal and external audit? Give details.

Yes, the university has internal and external audit.

The university has appointed internal auditors for the scrutiny of the statement of receipts and expenditure and its correctness. The comments on the statement of accounts are submitted to the Finance Officer and the Vice-Chancellor for information and necessary action. The observations of internal auditors are discussed and rectified.

The university also has appointed external statutory auditors who audit the accounts of the university and prepare statement of annual accounts and balance sheets. The statement annual accounts and balance sheets are placed before Finance Committee and then Board of Management for their approval.

The audited reports are submitted to the University Grants Commission, MHRD as per the MoA and Rules of the University every year along with the Annual Report.

6.4.3 Are the institution's accounts audited regularly? Have there been any audit objections, if so, how were they addressed?

Yes, the university accounts are audited regularly with in the three months of end of financial year and published in the Annual Report of the university. The university has internal audit section which regularly mentors the income-expenditure of the university and mistakes related misclassification and wrong entries are corrected from time to time as such there are no major audit objection by the university auditor.

6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.

The details of the copies of the income-expenditure and balance sheets for the last four years will be made available at the time of visit.

6.4.5 Narrate the efforts taken by the institution for resource mobilization.

The university is self-financing and as such the main source of income for the university is tuition and other fees. Besides, there is some income from the hospital. The details are as below:

➔ **Hospital :**

The university has made efforts to create additional revenue by providing super specialty services and advanced investigations available to the patients. Special wards are created for those patients prefer to stay in such wards which would attract additional revenue and the hospital charges are also made differential for patients.

➔ **Health insurance schemes:**

The teaching hospital of the university has created provision for attracting patients to various Insurance Schemes and Health Schemes of the State and Central Governments. Through this, the hospital mobilizes sizeable revenue.

➔ **Research funds:**

The Department of Cell Biology and Molecular Genetics and the Department of Anesthesiology have applied for research funding from Department of Health Research, Government of India. The research concepts have been accepted and the departments have submitted two detailed projects for funding to the tune of Rs. 80 lacs. However the university has been denied of DSIR recognition as Scientific and Industrial Research Organization on the ground that the university status has been challenged by the MHRD in the Hon'ble Supreme Court of India.

➔ **NRI admissions**

The university has reserved 15% of the seats for admissions of NRI / Overseas / PIO as per the MoA. The fee structure fixed for these students by the Fee Fixation Committee of the university are higher than the tuition fee for other students. The university encourages the payment of fees in the form of foreign currency to attract

foreign exchange. The funds generated are utilized for enhancing the infrastructural facilities in the university. The university enjoys the concession on customs duty for import of equipment on account of generating foreign exchange.

6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.

Yes, the university has created a corpus fund of Rs.10.0 crores as per the UGC regulations which was initially contributed by the sponsoring trust of the university. The corpus fund is kept in bank and it attracts interest every year. The current corpus fund value is to the tune of about **Rs.100.0** million.

6.4.7 What are the free / subsidized services provided to the patients in the hospital?

The teaching hospital of the university namely R.L.Jalappa Hospital and Research Centre is only the tertiary health care facility with 1150 beds in this district of Kolar and has been declared free for all. The routine health care facilities including routine investigations, operations and deliveries available in the hospital are totally free. The in-patients are provided daily with free breakfast, lunch, dinner and milk. The specialized investigations / services viz., CT, MRI, Mammography, Radiotherapy, Dialysis are highly subsidized.

➔ **Facilities available for outpatients:**

The registration fee for the OPD card is only Rs.10/-, no other fee for specialist consultation, stool, urine routine, blood, sputum examinations and ECG tests are free, free ambulance service is provided for all the pregnant women within the radius of 30kms from the hospital.

➔ **Facilities available for inpatients:**

General wards are made free in Medicine, Surgery, Pediatrics and other departments, nebulization for the patients admitted in medicine and pediatric wards are free, no consultation fee for the doctors on daily rounds and no nursing care charges, stool, urine routine, CBC sputum examinations and ECG tests are free, blood sugar, blood urea and serum creatinine level tests are free, urine routine, blood tests like CBC, blood urea, creatinine for diabetic patients and treatment for all types of eye problems are free, all types of uterus surgeries (hysterectomy) laparoscopic surgeries, appendicitis, hernia, thyroid, lipoma, sebaceous cyst, other swellings and gall bladder surgeries, all types of ENT surgeries, cataract and other eye surgeries, all types of orthopedics and joint surgeries (except MLC cases) and all types of dental surgeries are provided at free of cost for the patients and each patient gets 200ml of milk, breakfast (egg, bread/other menu), lunch and dinner free of cost, the inpatient attendants pass charges of Rs.20/- is reduced to Rs.10/-.

Apart from the above, there are various schemes which are introduced by the State and Central government which are honored in the hospital viz., Bala Sanjeevani Scheme, National Blindness Control Programme, Arogya Bhagya Yojane, Ex-Servicemen Health Service scheme, Vajapayee Arogya shree scheme, Yashaswini Scheme etc.

6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details.

As per the Hon'ble Supreme Court Judgment of October 2002 accepting the donation in any form or kinds is strictly prohibited.

6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution?

Yes, the city of Kolar being a border town between Tamil Nadu, Andhra Pradesh and Karnataka attracts large number of patients from the neighboring districts of other states. Trauma care centre, ICU, Cardiac care, Neuro Surgical care, Orthopedics care and Radiotherapy are provided to the patients.

6.5 Internal Quality Assurance System

6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.

Yes, the university has conducted an Academic and Administrative Audit comprising a committee of three eminent former Vice Chancellors of the other universities of other states in the year 2014. The report of the audit has been submitted to the university which reflects that the functioning of the university is in the right direction to achieve the goals envisaged in the perspective plan of the university.

➔ **The important observations of the committee in respect of:**

Key strengths of the university are:

- ➔ Service to Rural Society
- ➔ New programmes in Emerging Areas
- ➔ International and National Collaborations
- ➔ Curricular Aspects
- ➔ Research and Related Activities
- ➔ Student Support Activities
- ➔ Governance and Leadership
- ➔ Aim to be a Global Centre of Excellence

The challenges of the university are:

- ➔ Increase of number of faculty of studies
- ➔ Innovations in the courses offered which are under the regulations of the Medical Council of India.
- ➔ DSIR recognition for the Institution as a Scientific and Industrial Research Organization.
- ➔ Assessment of the attributes of the graduates in the light of innovations in the curricula and teachers quality.

Suggestions of the Team:

- ➔ To encourage to follow the best practices by all departments / Units and innovations to be practised in all areas of the activities of the university.
- ➔ Introduction of choice based credit system for all the programmes.
- ➔ Evaluation reforms by introducing continuous and comprehensive yearlong academic progress and Development of Question bank.
- ➔ Creation of more departments of studies in varied areas to encourage in the interdisciplinary programmes.
- ➔ Inviting eminent persons, appoint adjunct faculty / visiting faculty to be considered.
- ➔ Organize more staff developmental activities and evolve intensive schemes to faculty to give their best to the institution.
- ➔ To develop an action plan with clear action pattern, responsibilities and time lines to achieve the goals of the perspective plan.
- ➔ More autonomy to the departments in academic and administrative aspects through well-defined monitoring processes.

- ➔ Internal Quality Assurance System to be strengthened on the lines of NAAC and UGC for quality improvements and also to develop its own quality policy.
- ➔ To organize more extension and outreach activities for the benefit of the neighbouring communities.
- ➔ To encourage the staff and students to use open educational resources in health sciences.

6.5.2 Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance?

Recommendations / Suggestions	Compliances
To encourage to follow the best practices by all departments / Units and innovations to be practised in all areas of the activities of the university.	The university has evolved several best practices in teaching, learning and evaluation. The Directors of undergraduate and postgraduate studies monitor all these best practices are practised uniformly by all the departments. Director, Academics also oversees the effective implementation of the best practices in all the departments. The university has extended its innovative practices from teaching, learning activities to evaluation and in the designing of new courses. Further it plans to introduce innovation in various aspects of Governance as well. In this direction, work on campus LAN and Wi-Fi facilities are being –is in progress.

Introduction of Choice Based Credit system for all the programmes	The university has decided to introduce Credit System for all the courses offered under the Faculty of Allied Health Sciences. The university has conducted a National workshop on "Credit Based Education System and Continuous Assessment" to the faculty involved in the teaching of Allied Health Science subjects. However, as suggested by the committee the university may not be able to introduce CBCS in the courses offered under the Faculty of Medicine which are governed by the regulations of Medical Council of India.
Evaluation reforms by introducing continuous and comprehensive yearlong academic progress and development of question bank	The university has streamlined the conduct of formative evaluation in terms of the number of assessment examinations and their frequency. The calendar of events indicating the schedule of formative and summative examination has been prepared for various courses offered by the university. All the departments of the university have submitted questions for the creation of Question Bank which are under validation. Work Place Based Assessment. Introduction of OSCE/OSCE for internal assessment.
Creation of more departments of studies in varied areas to encourage in the disciplinary	The university after inception has established four departments under Faculty of Allied Sciences and

programmes.	started some additional post-graduate programs under Faculty of Medicine. Subsequent to the Academic Administrative Audit in May 2014, the university has established a Department of Public Health and is offering a postgraduate Masters course in Public Health (MPH). It has also started a Masters programme in Health Science Library with special emphasis to Health Informatics.
Inviting eminent persons, appoint adjunct faculty / visiting faculty to be considered	The university has been inviting eminent persons to deliver guest lectures, conduct workshops / training / seminars and CME programmes. The university ensures that no opportunity is missed to invite eminent persons to the university. Each department of the university has been instructed to conduct minimum of two academic programmes involving eminent persons and the departments have already submitted the details for the conduct of these programmes which is included in the Calendar of Events of the university. Adjunct and visiting faculty are also appointed wherever relevant. The university has appointed five the adjunct and visiting faculty in the university.
Organize more staff developmental activities and evolve intensive schemes to faculty to give their best to the	The University Department of Medical Education has been established and a committee has been constituted with external experts to effectively utilize this department to

institution.	enhance the professional competency of the faculty. The faculty are also encouraged to undergo training in higher centres and incentives for the same are provided by the university.
To develop an action plan with clear action pattern, responsibilities and time lines to achieve the goals of the perspective plan.	The Planning and Monitoring Board of the university periodically reviews the progress achieved on the goals envisaged in the Perspective plan of the university. Almost all goals have been achieved as per the action plan.
More autonomy to the departments in academic and administrative aspects through well-defined monitoring processes.	The departments have been granted permission to form Faculty Development Committee in which all teaching staff are members. This is for a for the departments to discuss various academic and administrative aspects. Each department conducts the meeting and in the minutes of the meetings is to be submitted to the university for further course of actions.
Internal Quality Assurance System to be strengthened on the lines of NAAC and UGC for quality improvements and also to develop its own quality policy	The constituent unit i.e. SDUMC was accredited by NAAC in 2006. Post accreditation IQAC activities are in place up till now.
To organize more extension and outreach activities for the benefit of the neighbouring communities	The university has strengthened the extension and outreach activities which include weekly camps, Eye camps, Maternity and Child Health Camps, Vajpayee Arogyasree (special camps) and four Mega camps. All these camps are conducted in an organized manner.

To encourage the staff and students to use open educational resources in health sciences.	The university has conducted sensitization programmes on the use of open educational resources viz., Medline, Springer, Elsevier Publications, Lippincott. The accessibility to these resources is made available at all places in the University campus.

6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?

Yes, the university has a central unit within the institution to review the teaching-learning process. The central unit comprises of the members from all the departments. The committee conducts monthly meetings and reviews the teaching-learning process.

The university has a central unit (IQAC) to review the teaching, learning processes. The committee consists of Vice Chancellor as Chairman and Deans of Faculties, Registrar, Director of Curriculum, Director of Postgraduate and Undergraduate studies, Principal of Constituent college, Director, Department of Medical Education along with representative heads of the departments from Pre, Para and Clinical subjects and the teaching departments directly under the control of the university.

This central body functions as Internal Quality Assurance cell which primarily concentrates on quality improvement in the overall performance of the institution through continuous monitoring.

Each department is advised to conduct monthly Faculty Development meetings to discuss teaching, learning activities, development of departmental compliance in terms of infrastructure and man power in

special areas. The proceedings of the meetings have to reach the central unit within 5 days of the conduct of the meeting.

The central unit / IQAC review the proceedings and identify the suggestions, issues and requirements which will be discussed in the quarterly meetings of the central unit. The central unit identifies the quality enhancement requirements in teaching, learning activities and advices the Boards of Studies chairpersons to discuss the issues in the various Boards of Studies. Further it will be placed in the Academic Council for approval and in the Board of Management for administrative approval and implementation. All the administrative reforms are extensively discussed in the Board of Management for approval and implementation.

Salient outcomes of this process include the following:

- ➔ Streamlining of the conduct of teaching classes and clinical postings for undergraduate students.
- ➔ Development of calendar of events courses wise including schedule for conduct of internal assessment in each subject of undergraduate course.
- ➔ Development of cumulative record on the performance of students of various phases of MBBS course.
- ➔ Formulation of objectives of clinical postings for undergraduate course.
- ➔ Compulsory submission of compliance on teaching, learning activities as per the schedule.
- ➔ Conduct of a workshop for the preparation of question bank.
- ➔ Introduction of OSPE as an evaluation tool in formative evaluation and establishment of a central facility.

- ➔ Introduction of electives / clinical modules in the curricula of undergraduate.
- ➔ Formulation of objectives of postgraduate rotation postings with assessment tools.
- ➔ Compulsory conduct of CME / Workshop/ Seminars by the departments with financial assistance by the university (policy).
- ➔ Policy on incentives for research publications.
- ➔ Development of code of conduct for the students and teaching staff.
- ➔ Revision of Service Bye-Laws of employees of the university.
- ➔ Academic and Administrative audit.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

Internal Quality Assurance Cell has been established in the university subsequent to the submission of Letter of Intent to NAAC for accreditation of the university in the year 2010. It meets quarterly / half yearly and reviews the minutes of the meetings of the Faculty Development committee, College Development committee and Hospital Development committee. The quality enhancement issues identified will be discussed in the quarterly meetings for placing them in the relevant statutory bodies of the universities for consideration and approval and subsequently for implementation.

The quality assurance strategies of the IQAC are to ensure timely and progressive performance, monitoring and assessment of the outcome of academic and administrative activities of the university. It also ensures the availability of adequate support to achieve the set quality enhancement goals. The cell also promotes the collaborative efforts of

the various departments for academic excellence with special emphasize to research activities. The quality assurance strategies also include transparency in the admission process and credibility of the evaluation systems for various courses. The educational needs and health care requirements of the local population are also considered by the cell.

The constituent college of the university was accredited by NAAC in the year 2006 and it has been maintaining IQAC activities since then. The Annual Quality Assurance Report of the constituent college has been submitted to NAAC regularly for the past four years. The institution has applied for re-accreditation in the year 2012. However, on account of the institution being declared as deemed to be university in the year 2007, the NAAC has not considered the request for accreditation.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?

The outcomes of the meetings of the internal quality assurance cell are regularly placed in the relevant statutory bodies of the university. The decisions / recommendations of the IQAC has been listed out under section 6.5.3 and the salient ones include:

- ➔ Streamlining of the conduct of teaching classes and clinical postings for undergraduate students.
- ➔ Formulation of objectives of clinical postings for undergraduate course.
- ➔ Conduct of a workshop for the preparation of question bank.
- ➔ Introduction of OSPE as an evaluation tool in formative evaluation.
- ➔ Introduction of electives / clinical modules in the curricula of undergraduate.

- ➔ Formulation of objectives of postgraduate rotation postings with assessment tools.
- ➔ Compulsory conduct of CME / Workshop/ Seminars by the departments with financial assistance by the university (policy).
- ➔ Development of code of conduct for the students and teaching staff.
- ➔ Revision of Service Bye-Laws of employees of the university.
- ➔ Academic and Administrative audit.
- ➔ Leave policy of the university.

6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members.

Yes, there are two external members representing on the IQAC and they have enormous experience in the society and they are known for the social service. Their constructive criticism has a major role to improve upon and also add to the Institutional growth.

The inclusion of external members in the IQAC of the university has helped to bring about an inter phase between the institution and the public. The needs of the public are put forward by the external members so that the commitments of the university to the society are met with. The university has contributed significantly to the local needs in improving the facilities of educational institution and providing health care facilities to the unreached.

The following are the contributions made by the university as per the suggestions, towards social accountability.

i) Constructions of Class rooms at Government Women's College, Kolar at a cost of Rs.50 lakhs.

ii) Donation of Rs.50 lakhs to the cleaning of water tank – 'Kolaramma Kere' in the city of Kolar.

iii) Construction of 2 Class rooms in High School at Nayakara Halli **town** at a cost of Rs.10 lakhs.

iv) Providing of Reverse Osmosis (RO) water purification plants for providing drinking water at Government College, Kolar.

v) Providing water source in the form of a Bore well at Government Men's College, Kolar.

vi) Grant of Scholarships to Backward Class students studying in various classes / streams of Kolar as detailed below from this year.

a) PUC students	-	Rs.7,500/- per year
b) Degree students	-	Rs.10,000/- per year
c) Engineering students	-	Rs.15,000/- per year
d) Medical students	-	Rs.17,000/- per year

Total cost to the university for all the above scholarships exceeds Rs.30 lakhs per year.

vii) Conduct of 4 Mega Health Campus a year, each costing about 3 – 4 lakhs.

viii) Regular health, and blood donation campus round the year.

ix) Projection of a short duration video clip / power point presentation on Gandhiji in the beginning of any academic activity namely CME / Seminars/ Guest lectures.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes, the IQAC has conducted the incremental academic growth of students from disadvantaged sections communities.

The university is located in Tamaka, Kolar district one of the most backward district of the State of Karnataka. The IQAC has in its

strategies have included the assessment of student needs and the requirements of disadvantaged sections of the society.

The Controller of Examinations carries out the examination results analysis of these students after every examination. The exercise is carried out by IQAC shows positive trends in the incremental growth.

6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.

The teaching hospital of the university has constituted Hospital Development committee which meets every month to review the functioning of the hospital. It has also constituted the following committees to monitor and improve the health care services of the hospital viz.,

- ➔ Hospital Core Committee
- ➔ I.C.U. Monitoring Committee
- ➔ Mortality review committee
- ➔ Infection Control Committee
- ➔ Blood Transfusion Committee
- ➔ Pharmaco -Vigilance Committee

Each clinical department of the hospital conducts departmental daily audit in respect of the patients being treated for the benefit of improving the quality of patient care as well as it helps the students to improve the clinical skills.

The Institution conducts regularly hospital development council meeting in which all the clinical heads of departments, unit heads and section heads of the hospital attend. The day to day activities of the

hospital are reviewed in this meeting and the clinical audit of the individual departments is analyzed.

6.5.9 Has the institution or hospital been accredited by any other national / international body?

The constituent college of university was accredited by NAAC in the year 2006 when it was affiliated to Rajiv Gandhi University of Health Sciences.

The university has initiated NABH accreditation process for R.L.Jalappa Hospital and Research Centre, the teaching hospital of the university and it has completed Phase – I (Gap analysis) of NABH accreditation process. The hospital has also applied for the NABH Safe – I accreditation as per new policy of Quality Council of India.

6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?

Yes, the hospital has the institutional and individual insurance schemes to cover indemnity claims.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the institution conduct a Green Audit of its campus?

Yes, the university conducts a Green Audit of its campus and facilities. The audit is done in three phases.

Pre-Audit: The scope of the audit is defined and various initiatives are planned for the year.

Audit: The University has been conducting Green Audit since July 2011, on a yearly basis.

Post-Audit: The University Internal Green Audit Team reviews environment related initiatives that are implemented. It formulates the action plan for the next academic year in order to have better environmental sensitization.

7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?

* ***Energy conservation***
* ***Use of renewable energy***
* ***Water harvesting***
* ***Solar panels***
* ***Efforts for carbon neutrality***
* ***Plantation - Botanical or Medicinal significance***
* ***Bio-hazardous waste management***
* ***E-waste management***
* ***Effluent treatment and recycling plant***
* ***Recognition / certification for environment friendliness***
* ***Any other (specify)***

Yes, the university has under taken a Project 'Campus Audit: Assessment of floral, faunal and microbial diversity'. Under this project environment audit of the campus is being carried out and assessment of the biodiversity in the campus is in progress.

Students of the NSS wing regularly plant saplings in the villages adopted by the institution and convince inhabitants to take extra care of these plants before leaving the village.

➔ **Energy conservation:**

- Tungsten lights have been replaced with compact fluorescent lights which conserve energy.
- All the light switches are labeled to make it obvious which switches relate to which appliances.
- During the day, lights are switched off to make use of daylight.
- External lights are switched off during daytime.
- Light fittings are cleaned regularly to ensure optimal lighting.
- Window panes are cleaned regularly to allow in more day light.
- All air conditioners are with local control and are used only when necessary. They are set to a comfortable 25 degrees.
- External doors and windows are closed when air conditioning is on.
- All computers, printers, photocopiers and other equipment are switched off at the end of the day.
- Standby settings on LCD projectors, printers and computers are avoided.
- Fridges are not placed next to heat sources.
- Posters are displayed to remind people of good practice.

➔ **Use of renewable energy:**

- Solar Panels – the entire rooftops of all the hostels , the hospital and the guest house are covered with solar panels - 93500 LPD so as to provide hot water facility to all the inmates.
- The university practices waste water management system effectively to keep the campus clean, hygienic and free from any sort of pollution.
- It has an Effluent treatment plant (capacity more than 5 liters per day), where the waste water is treated and is used for watering the plants in the campus and for building construction work.

➔ **Water harvesting :**

- Rain water harvesting system has been implemented from the past three years and all the areas/ buildings in the campus have rain water harvesting system in place.
- Soak pits are provided which collect the rain water which helps to elevate the water table in the campus; the number exceeding more than 50 in the entire campus.
- Underground drainage system avoids pollution.
- Assessment of water samples for their potability in the campus is done regularly by the Department of Microbiology and Engineering Section.

➔ **Solar panels :**

- The entire rooftops of all the hostels, the hospital and the guest house are covered with solar panels so as to provide hot water facility to all the inmates and solar street lights are also in place.

➔ **Efforts for carbon neutrality:**

- Restricted entry for vehicles to the campus to keep the campus pollution free.
- Students are discouraged from using motor vehicles.
- Transport facilities are provided to cater to the commuting needs of the staff.
- The staff is also encouraged to car pool to reduce consumption of fuel, pollution and reduce carbon footprint.
- The university vehicles are checked by the RTO and provided with (CNG) pollution-free stickers.
- Planting a large number of trees in the campus and adopted villages is one of the regular features of the NSS Special Camps.
- 1400 saplings were planted during 2014-15 by the side of NH – 4, adjacent to the university campus under NSS Special camps and 2000 saplings were planted near Devarayanasamudra and nearby lake in collaboration with local forest department in another NSS Special camp.
- The institution has launched a drive to reduce the use of paper and paper usage has been replaced by soft copies like scanned copies and images and circulars are sent via e-mails and text messages.
- The staff is encouraged to make judicious use of printers.
- The future goal is to make the institution, a paperless organization.

- Online application forms are used during the institution's National level medical undergraduate conferences to reduce paper usage.
- Environment friendly jute bags are distributed to the delegates during the national medical undergraduate conferences.
- The campus is a Plastic Free Zone and disposable plastic goods are used minimally.
- The use of polythene covers are discouraged on campus, instead everyone is encouraged to use paper bags / cloth bags. The hostel mess use local produce only.

➔ **Plantation - Botanical or Medicinal significance:**

- The University offices are spread over almost 72 acres of lush green campus. The campus has many potted plants and trees. Bougainvillea plants decorate the campus and the campus looks beautiful.
- The college has an open air gallery/auditorium with lawns and lush trees surrounding it. The open air gallery serves as a green background for college level functions.
- Clean, well maintained campus roads with pavers are built.
- Both sides of the roads inside the campus are lined by trees and plants.
- The university has an herbal cum toxicology garden having several plants of medical significance which are utilized for teaching learning purposes. All the trees on the campus are named and numbered.
- Underground drainage system with water treatment plant.

- The University has a horticulture officer for maintaining gardens and lawns.

➔ **Bio-hazardous waste management:**

- The bio-hazardous waste is segregated at the point of its generation in colour coded bins as per the guidelines.
- The segregated bio-medical waste disposal is outsourced to M/s. Meera Enivrotech Pvt. Ltd., Bangalore. (Government Recognized agency).
- Vide No: SDUAHER/KLR/PURCHASE/1507/2013-14 Dated: 5-7-2013 valid until 31-05-2018.
- Radio-active bio-hazard material disposal is outsourced to Kirloskar Theratronics as per AERB guidelines via Ref No: KT/00018.
- The infection control committee regularly monitors the process through a microbiologist designated as infection controlling officer.
- Awareness about segregation of waste through charts has been displayed in all the laboratories and wards.

➔ **E-waste management :**

- Green computing through implementation of energy-efficient central processing units (CPUs), servers and peripherals as well as proper disposal of electronic waste is being ensured and all the equipment in the laboratories and departments are under Annual Maintenance Contract to ensure their optimum functioning.
- Minor repairs are set right by the staff and the Laboratory assistants and the major repairs are undertaken by the

professional technicians and the equipment is reused. Instruments which cannot be repaired are returned to the vendors who dispose of them in an environment friendly manner.

- Computers, Printers and other ICT equipment which cannot be used are written of and properly disposed and staff is encouraged to use pen drives to store data.
- To inculcate environment awareness among the students and to urge them to recycle waste materials, they are encouraged to actively participate in competitions on 'Junk Art'; making art from waste.
- Separate e - waste bins are maintained in the campus.

➔ **Effluent treatment and recycling plant :**

- The institution practices waste water management system effectively to keep the campus clean, hygienic and free from any sort of pollution.
- It has an Effluent treatment plant, where the waste water is treated and this is used for watering the plants in the campus and for building construction work.
- Central water purification to avoid water borne diseases.
- Recycling of waste water - STP 300KLD and ETP 250KLD.
- Biogas plants:

  The university has installed Biogas Plants in the hostels and gas generated is used in the kitchen and restaurants.

7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?

➔ Hospital infection control committee – meets once a month. Radio-active bio-hazard material disposal is outsourced to Kirloskar Theratronics as per AERB guidelines.

➔ The infection control committee regularly monitors the process through a microbiologist designated as infection controlling officer.

➔ AERB certification - lead gowns, dosimeters, risk leave, CT scan suits, X- ray suits.

7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?

NABL and NABH accreditation is in the process and first phase of NABH gap analysis is completed.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.

The university is implementing certain innovations in key areas of Medical and Health sciences. They are described as below:

Innovations in Curricular Aspects

➔ **Under-graduate course**

- **Community Medicine postings**: University has introduced Residential Community Medicine postings for I MBBS students for 3 days.

- **Preparation of learning objectives for clinical teaching/postings** of UG students.
- Introduction of semester schemes to under-graduate and post-graduate programs and diploma under Faculty of Allied Health sciences.
- **Mentorship Programme:** Monitoring of students is in place. 'Mentoring of the Mentors' a training programme has been conducted for faculty to strengthen the mentorship programme. A student counsellor has been appointed to counsel the students during mentorship programme.
- **Preparation of Question Bank:** The faculty has been trained in designing question papers through a workshop "**Systemic approach to question paper setting** "which resulted in preparation of question bank.
- In order to ensure overall development of students the subjects of **Yoga, Self-development, disaster management**, Environmental Science are included in the curriculum.
- Incorporation of **Environmental science** for I MBBS 2nd term students/2nd semester B.Sc. Allied Health science courses
- **Assessment:** Objective Structured Practical Examination (OSPE) has been introduced in formative assessment for I MBBS students
- **Remedial programmes:** Poor achievers are identified by the mentors and counselled by a professional student counsellor**.** Additional classes and assignments are given to them to improve their performance**.**

➔ **Post-graduate course**

- **Structured Objectives for External Postings for Post graduate course:** All the post graduate departments have prepared structured objectives for post graduate training in other department during their interdepartmental postings which have been published.
- **Monitoring of Academic and Non-Academic performance:** Academic performance is evaluated by reviewing their log book, performance in seminars and Journal clubs.
- **Synopses Review:** Synopses review is a two-step process. First review is done internally by academic experts from various departments. Second review is done by the external experts.
- **Evaluation of Dissertation work:** Periodic evaluation of dissertation work is in place.
- Non-academic performance is monitored by assessing their soft skills, regularity, punctuality, obedience etc on day to day basis.
- **Assessment:** Formative assessment has been introduced.
- Introduction of Post graduate diploma programme in Yoga practice.

Innovations in Teaching Learning Methods

➔ **Under-graduate program**

- Newer learning teaching methods like Team based learning, Case based learning, mind mapping, Readiness Assessment Test, MCQ Based Learning, Open Book Tests, self-directed learning methods such as small research projects is practiced.

- Incorporation of Newer teaching technologies like Simulators, clinical skill lab for hands on clinical training.
- Clinical modules on applied Anatomy has been introduced in I MBBS
- Undergraduate foundation programme has already been introduced from this year.
- Research Methodology workshop for undergraduates is conducted during second year to encourage them to participate in research activities and a workshop has been conducted during undergraduate research conference DeMedCon-2014 and DeMedCon-2015.
- Emphasis on practice of Evidence based Medicine: Practice of evidence based Medicine as a teaching tool is encouraged.
- e- Learning resources available in the library utilized by the faculty has enhanced effective teaching learning activities.
- Medical humanities: students are orientated to the communication skills, ethical issues in clinical practice and professionalism during the workshop conducted in DeMedCon Annual Undergraduate research conference.
- Modules have been prepared to introduce of electives in MBBS 6^{th} term. The activity is over.
- Well ventilated ICT enabled class rooms.
- Installation of Interactive Boards.
- Free Internet access.
- Student feedback forms are used as the method to evaluate the effect of innovative teaching implemented by the faculty.

➔ **Post-graduate program**

- Clinical Audit is practiced by most of the clinical departments.
- Emphasis on the practice of Evidence based medicine.
- PG Integrated teachings to enhance their learning skills.
- Practice of work place based assessment – miniCEX and DOPS.
- Post graduates are provided opportunities to pursue research interests in the department of their choice.
- A well-structured teaching- learning activities are monitored by PG Director.

Innovations in Research, Consultancy and Extension

➔ The university has well-equipped state of art Genomic Laboratory, Proteomics Laboratory and Central Research Laboratory to facilitate the Basic research activities.

➔ Industry-university partnership collaborative research projects in the areas of CA breast, Nutrition, fluorosis, dysmorphia , urinary exosomes.

➔ The university organizes National Research Seminar every year to promote and enhance research where internationally reputed resource persons have shared their Knowledge and experience.

➔ The university encourages research by granting generous funds and incentives for publications.

➔ Journal of Clinical and Basic Sciences is a quarterly peer reviewed, indexed journal published by the academy.

➔ Inculcating research temperament among undergraduate students by encouraging them to participate and present their work in

Undergraduate Research conference DeMedCon which is conducted annually.

➔ Students are encouraged to take up STS ICMR projects which has resulted in increased publications by students.

Innovations in Infrastructure and Learning Resources

➔ Every department is equipped with Laptops, desktops with LAN and Wi-Fi facilities to enable them to use information and technology for teaching and research purpose.

➔ Central air conditioned library with digital library and Wi-Fi facility - e resources like: 296 e-journals, 3836 e-books and Up-to-date database are provided through the HELINET consortium of RGUHS.

➔ Licensed Statistical Software SPSS version 22 for research data analysis.

➔ A digital library with 41 nodes with 1GBps lease line as a part of NMEICT initiative and HELINET consortium.

➔ Well-equipped Clinical Skill and Simulation Laboratory which is utilized to train students in basic life support skills.

➔ All the departments of the university have museums of their own irrespective of the requirements of the regulating body.

➔ A total of 20 laboratories and 14 museums with standard guidelines and catalogues.

➔ Museums incorporated with ICT (Anatomy, Pathology, Microbiology), Virtual view.

➔ Well equipped Yoga therapy / Meditation / Prayer hall.

➔ Excellent sports facilities on the campus.

INNOVATIONS IN STUDENTS SUPPORT AND PROGRESSION

- ➔ Students are encouraged to participate in extension activities like Mega health camps, NSS activity, Science exhibitions, World TB Day, World HIV day to create awareness and support the services.
- ➔ Students safety measures have been taken by installing Biometrics, CCTVs and providing fencing for hostels
- ➔ 'Earn While You Learn' scheme available for the students of Allied Health Sciences helps them financially as well as provides them on job learning experience.
- ➔ A professional counsellor has been appointed by the university to provide psycho-social counselling for the students on regular basis. In addition, services of the Psychologist of RLJH & RC are available to conduct psychological counselling for those students in need.
- ➔ Yoga and Meditation related activities.
- ➔ Personality development activities in the form of guest lectures by eminent persons in the field.
- ➔ Lectures by prominent spiritual personalities from time to time for promotion of spiritual health.
- ➔ Calendar of events for the academic year for each of the courses.
- ➔ Students are encouraged to participate in cultural activities conducted at college level (Parva and Plexus) and outside college.
- ➔ 24x7 helpline 18004253245 for students is available.
- ➔ Sports and Cultural activities.
- ➔ Coaching for PG entrance examinations is made available for the students in collaboration with professional expert agency.

- NRI Cell is in place to cater to the needs of the foreign students. At present there are about 120 students from different countries viz. Malaysia, USA, UK and Dubai.
- Kannada language classes are conducted for the foreign students (including non-Kannada speaking Indian students).
- Financial support to the students through scholarships, fellowships, tuition fee waiver, Government scholarships and hostel facilities to the needy students. The university also helps the students to get soft loan from the bank for education.

Innovations in Governance, Leadership and Management

- The university has instituted an annual Best Teacher Award to identify and acknowledge the contributions of the teaching faculty in Academic and Research fields and the evaluation for the same is done through an Evaluation of Faculty Academic Performance.
- Institution of 'Best Department Award' every year encourages the departments to work as team.
- The university follows the practice of wishing the Faculty on their birthdays to foster interpersonal relationships.
- To acknowledge and encourage the contribution of Nursing and Auxiliary staff, an annual **Hospital Day** is celebrated wherein various competitions are held and prizes awarded.
- Vocational classes, like computer training courses for Non-Teaching staff are conducted.
- Organisation of leadership program for faculty.

7.3 Best Practices

7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

Best Practice 1

1. Title of the Practice:

Specialised Genome Laboratory used for Evaluation of Birth Defects as a Platform for Promotion of Medical Management, Education and the Research.

Preamble:

The Medical Hospital and Research Centre is striving to understand and cater to the health requirements and medical needs of the local community residing in and around Kolar.

A major problem that has been plaguing the local community is a high incidence of genetic disorders, and the consequent birth defects. By definition, these are not curable. Patient when diagnosed with a genetic disorder which results in panic and despair since the outcome may not be favourable. However, by studying the molecular level changes that accompany these birth defects, the researchers in the department of Cell Biology and Molecular Genetics have attempted to fill in the gaps of the molecular mechanisms of these birth defects and other related diseases. While doing so, the faculty of the department have combined genetics / genomics research with medical treatment to manage a genetic disease and improve the quality of life of the affected individual.

The university has adopted innovative practice which has shown positive impact not only on the local communities and its health requirements, but also on the physicians trained in the university.

2. Objectives / intended outcomes of this "best practice" and its underlying principles:

The Medical Hospital provides healthcare facilities to the community in and around Kolar. The research work of the Department of Community

Medicine and Genome Laboratory in the Department of Molecular Biology has shown that incidence of birth defects is high among members of community in and around Kolar, compared to general population. In furtherance to this proactive research benefits the community is the intended outcome of this practice. The department aims at providing genomic services with the objective of elucidating genetic mechanism(s) of this abnormally high incidence of birth defects. The research is being carried out with the following objectives:

Primary:

To determine the changes at molecular and genetic level in subjects with birth defects and their family members without birth defects in the Kolar community.

Secondary:

To provide diagnosis of birth defects using simple affordable genetic tools, evaluation of risk of a future birth defect and also to provide counselling to the community in preventing the occurrence of a future birth defect.

3. The contextual features or challenging issues that needed to be addressed in designing and implementing this practice

WHO report states that an estimated 270 000 newborns die from birth defects during the first 28 days of life every year. In India's urban areas, congenital malformations and genetic disorders are the third most common cause of mortality in newborns*. This huge burden and mortality rates can be reduced by providing pre-conception counselling, screening of the mother, pre-natal diagnosis and adequate care of the new-born. However, the application of genetic and molecular medicine is limited in India due to inadequate laboratory resource and non-availability of trained manpower. Birth defects account for 13-16% of neonatal deaths in India. Although this proportion is not ascertained in the Kolar population, our work with

community outreach programs coupled with patient genomics show that a high percentage of population is affected. Moreover, the birth defects observed in Kolar community not only non-uniform in origin, but also affect the quality of life to different extent of the people. This made it nearly impossible for the physicians to give a uniform treatment to all affected patients.

Therefore, the researchers in department have to address the question of an unmet clinical necessity of characterizing the genetic nature of these birth defects. The researchers circumvented this by:

➔ The technology required to address this problem is in place.

➔ Imparting the technical training to the personnel to

- Process the samples,
- Generate and analyze the data, and
- Come to appropriate conclusions that may inform the treatment/counselling regimen.

4. The Practice and its uniqueness in the context of India. The constraints / limitations faced

4.1 **The practice and its uniqueness:**

Activities pertaining to genomic medicine have grown exponentially from the level of a single laboratory in the past to the level of a present university department. The multi-faceted nature of this practice is brought out as follows:

a. Expertise development: the qualitative analysis of the genomic level differences in the child/people with birth defects was standardized in the genome laboratory and correlation of this genomic data with the defective phenotype was used to develop information provided to the physicians caring for the persons with birth defects. Now this is a multi-component program

comprising of rigorous sample collection quality control, multi-genic background analyses in each patient sample collected, correlation of genetic aberration with individual defective phenotype and analysis and analytical outcome unique to each patient.

The individual patients-specific nature of the above components shows that this project features elements of Personalized Medicine.

b. Utility of the developed expertise to gain new knowledge: Innovation.

New knowledge has been developed from these projects, each of which has contributed to unravel the role of a gene in the context of a specific birth defect and its evidence of success.

This is a unique research and to the best of our knowledge, not carried out elsewhere in India.

4.2 Importance of the practice in the context of India higher education:

Multiple sub-projects have spun out from the main idea of genomic analyses of birth defects in the hospital. The investigators involved have been enrolled in different programs of the university depending on the level of their research competencies. Depending on the requirement, the department offers Master of Science in Molecular Biology and Human Genetics [M.Sc.], Post Graduate Diploma in Genomic Technology [P.G. Dip.], Master of Philosophy in Molecular Cell Biology and Medical Genetics [M.Phil.] and Ph.D. in Cytogenetics and Molecular Genetics [Ph.D.]

Besides, the department has trained 8 post-graduate students from Microbiology and 12 post-graduate students from Pharmacology.

The university has appointed trained human resource to carry out the research activities of the department of Cell Biology and Molecular Genetics who are presently contributing in carrying out these birth defects and other diseases.

4.3 Constraints faced, past and present:

The constraints faced by the research workers in the department are:

- ➔ The technology and equipment
- ➔ Evolution of genomic medicine activities from single laboratory level to a department
- ➔ The heterogeneity observed in human subjects with birth defects.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Evidence of Success can be presented under two specific categories:

a. Research and Development of New Knowledge: Conversion to innovative technical know-how generated by the team under the leadership of Prof.P.R.Krishnaswamy has resulted in to research publications in indexed journals with high impact factors. The details of the publications will be made available at the time of visit.

The following research projects have been largely responsible for these publications:

- ➔ Screening of congenital malformations (birth defects) in a tertiary care hospital.
- ➔ Mutational analysis of autosomal Recessive Congenital Ichthyosis with insights into structural and functional relationship of novel transglutaminase-1 mutations.

- ➔ Molecular genetic studies on Hereditary Multiple Exostoses cases.
- ➔ Examination of microbial community structure and community dynamics in response to changes in different environmental parameters or to study bacterial populations in natural habitats such as soil, marine and activated sludge systems.

b. In addition to dissemination of the technology to Physicians in the Hospital imparting care to the patients with birth defects, the above activities have resulted in increased confidence for the physicians to tackle rare and unexpected diseases in clinic and ability to replicate this core competence among the PHCs surrounding this tertiary HC center

6. Problems Encountered and Resources Required to implement the practice.

The locational disadvantage is the biggest challenge in setting up a world class laboratory. Different background factors posed challenges of different magnitudes which are as below:

- ➔ **Infrastructural logistics:** The delay in the delivery of the equipments, regular supply of consumables and availability of service engineer due to the locational disadvantage. These problems are addressed by creating a streamlined plan for research activities and by creating a method for identifying future needs in advance.
- ➔ Overcoming initial suspicion among patients and their escorts, biomedical research solely depends on voluntary donation of clinical specimens. This difficulty was overcome with the help of the Ethics Committee. Patients are given information about the project and informed consent is obtained before collecting the sample. However, our experience shows that illiterate patients were suspicious about the intent and often refused to provide sample. This was overcome

by rigorous preparation of patients' information sheet. Also, members of the staff were trained to present the information verbally to the patients in simple local language.

➔ Overcoming initial suspicion among patients and their escorts: Most birth defects do not have an option for treatment therefore, measures to increase the quality of life, avoid futures recurrence in the family and secondary complications are suggested to the patient. However, initially patients were reluctant to comply with these because they were emotionally unwilling to accept the outcome of the diagnosis or the intrusion from an outsider. The department has attempted to overcome by kind and persistent genetic counselling to the patients as a part of diagnosis and research studies on birth defects and tried to show the parents that how our research can improve the quality of life and prolong organ function. The department is largely successful employing this strategy.

Best Practice 2:

1. **Title of the Practice:**

Integration of Community Health Care with Medical Education

Objectives

Presently, there is a need to have meaningful interaction between the University and neighbourhood Community for providing a community oriented health care facilities through the trained professionals who are capable of providing primary health care, undertaking community development activities and performing community based health research. The concept of community based medical education is to provide students with opportunities to interact with and learn from a wide range of social and cultural backgrounds.

The objectives of community based education are

➔ To orient the students towards community based health care;

- ➔ To provide need based community health care services;
- ➔ To develop a network with the Government, the members of elected representatives of village grampanchayat, NGOs and the local community.

The Context

Education in medicine and health sciences is to provide to the students an opportunity to acquire a broader view competencies of their role as the health professionals in particular in community in general. Health involves the joint efforts of the individual, the community, health professionals and the policies of the State. However, the involvement of the community on their own in their health care is must but is lacking.

The issues that were to be addressed in the design and implementation of integration of community health care with medical education were:

To develop a community based education program for students and to network with community leaders, government and non government organizations and community organizations to work together to understand, address and advocate for healthy solutions.

Primarily the process begins with understanding the community health issues of Kolar and the neighboring districts, with special attention to health of the disadvantaged sections of the society, prevention of blindness, cancer of cervix in women, malaria, diabetes, scarcity of drinking water, excess of fluorine in drinking water, health of people in unorganized occupations, health of children, etc.

The Practice:

To ensure this, the orientation to community based education from the early phase of under-graduate medical program, the university has revised/modified the syllabus. The students of 1st year MBBS undergo

three day rural Residential Community Orientation Training at the Rural Health Training Centre, wherein they visit the community, interact with selected members, visit community based institutions and appreciate the role of environment and social factors in health. These students undergo a 60 hour modular course on environment.

The second year students visit households in selected rural communities to identify their health problems and health needs as part of learning process.

The post-graduate students and interns undergo residential training at Rural Health training center.

The students during these programs carry out many social surveys related to

- ➔ problems of fluorosis,
- ➔ health problems of ex-miners,
- ➔ identification cancer of uterine cervix in rural women,
- ➔ identification of health problems among Beedi Workers
- ➔ identification of health problems of Police Personnel and
- ➔ Health screening of school children, etc.

The Department of Community Medicine in association with the clinical and para-clinical departments regularly conducts General Health Camps, Mega Health Camps, Cataract Eye Camps, Diabetic Retinopathy camps and School Health Camps during the academic year. Besides this, it also conducts Vajpayee Arogyashree Camps to cater to the needs of the patient for super-speciality care. The poor and needy patients requiring further consultancy or care are transported from the camp location and admitted to University hospital which offers treatment at free of cost to all the patients. The university has adopted one Primary Health Centre at Devarayanasamudra under PPP model which caters the needs of the people of 19 villages at free of cost and use for training the students of community medicine.

To promote environmental aspects, the institute has initiated steps which include in-campus rain water harvesting projects, complete ban on plastics within the campus, energy auditing and energy saving, green audit, solar water heating systems in all hostels, treatment of waste water and its recycling, composting and trenching for solid waste disposal, herbal garden, water purification plant installation to reduce the hardness and to remove excess fluoride, installation of water purification plant in Women's College at Kolar, by donating of Rs. 5.0 million for de-silting of Kolar lake, distribution of 50,000 saplings to the local community for plantation and conduct of Swachh Bharat Abhiyan in the neighborhood communities with students and staff participation.

All the activities undertaken by the university not only communicate a clear message to the students during their formative period in the college but also helps them to inculcate the sense of social responsibilities and commitments towards the community and to acquire competencies required to offer community oriented patient care, conduct community based research and initiate community development activities.

Evidence of Success:

The impact of the social and outreach activities carried out by the students shows the visible impact on the health of the people living in and around Kolar and nearby districts. The outcome of above efforts is as below:

- ➔ The frequency of eye camps conducted to prevent blindness has increased over the past six years reflecting awareness of the population.
- ➔ The number of health camps and outreach clinics conducted in the district has phenomenally increased over the past six years.
- ➔ The university has under PPP model partnered with the government in administering Primary Health Care Centres.

- ➔ Malaria is no longer a public health problem in the communities where primary health care is being provided by the university.
- ➔ Students are eager to stay in the rural communities during their course and rotatory internship. All these efforts of the university aims towards making students socially responsible health care professionals and preparing their mind set to serve under the State Policy of 'Compulsory Rural Postings' of all the fresh graduates.

SDUAHER

SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH

Comprising Sri Devaraj Urs Medical College

POST BOX NO. 62, TAMAKA, KOLAR - 563 101, KARNATAKA, INDIA

A DEEMED TO BE UNIVERSITY

(Declared Under Section 3 of UGC Act 1956, MHRD GOI No. F.9-36/2006-U.3(A), Dt. 25th May 2007)

Prof. (Dr.) P. F. Kotur
M.D. (Anaesth), Ph.D. (Med. Edn.) FICA
Vice-Chancellor

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in the SSR during the peer team visit.

Signature of the Head of the institution
with seal

Vice Chancellor
Sri Devaraj Urs Academy of
Higher Education and Research,
Tamaka, Kolar-563101.

Place: Kolar
Date: 23rd Sept. 2015

Ph.: 08152-243242, Fax : 08152-243008, E-mail : vicechancellor@sduu.ac.in, profkotur@gmail.com, Web : www.sduu.ac.in

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Ph.: 08152-243003,210604,210605,Fax : 08152-243008,

E-mail :registrar@sduu.ac.in/office@sduu.ac.in. Web : www.sduu.ac.in