



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND
RESEARCH
U-0241
Karnataka
Kolar
563103

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH Kolar Karnataka 563103
2.Year of Establishment	2007
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	2
• Departments/Centres:	29
• Programmes/Course offered:	54
• Permanent Faculty Members:	274
• Permanent Support Staff:	262
• Students:	1598
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Center for Advanced Research and Education 2. New Born Screening Program for hearing impairment 3. Advanced modular OTs with good audiovisual facility for live interactive workshops
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 13-12-2021 Visit Date To : 15-12-2021
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Shashank Dalvi
Member Co - ordinator:	Deepika Joshi
Member:	Purnananda Mishra

Member:	Srinivas Mantha
Member:	Abhijit Chaudhury
NAAC Co - ordinator:	Dr. M.S. Shyamasundar

Section II: CRITERION WISE ANALYSIS

*Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion***(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)**

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1	<i>Curriculum Design and Development</i>
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.
1.1.3 QIM	Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years
1.2	<i>Academic Flexibility</i>
1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

1.3.4 QIM	Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment
1.4	<i>Feedback System</i>

<i>Qualitative analysis of Criterion 1</i>

- Sri Devraj Urs Academy of Higher Education and Research (SDUAHER) has two faculties: Faculty of Medicine (FM) and Faculty of Allied Health and Basic Sciences (FAHBS). The FM has started following the new CBME syllabus of NMC for its Undergraduate and Postgraduate medical programs. The curriculum design based on NMC syllabus is a multistep process which is followed at SDUAHER. It starts with the concerned department which prepares the blue print and goes through BOS and implemented after Academic Council approval. The programme outcomes (PO) and Course Outcomes (CO) have been defined and CO of Phase 1 of MBBS CBME batch has been analyzed by the concerned departments. The CO and PO have been completed for the Departments of Physiotherapy, Clinical Nutrition and Dietetics and Medical Laboratory Technician Similar exercise for PG courses in faculty of Medicine need to be started.
- The institution offers a total of 54 programmes and in the last 5 years, 12 new programmes have been added; 2 in FM and 10 in Faculty of Allied Health and Basic Sciences (FAHBS). Some of these programs in FAHBS are of a vocational and skill based, keeping in mind the employability and relevance to the local needs. As per UGC guidelines, CBCS has been implemented in FAHBS at undergraduate level.
- The institution addresses various cross-cutting issues in a number of ways. The institution Bioethics Centre helps in promoting the necessary awareness concerning the ethical issues encountered in health care sector. The inclusion of AETCOM in curriculum provides the necessary information about ethical issues to the MBBS students. Gender equity is addressed by gender sensitization and legal aspects during the orientation program. These are also regularly reinforced by the Women Empowerment Cell of the institution. Health education program for adolescent girls are organized by the institution. The FAHBS has included Environmental Studies in its curriculum.
- SDUAHER being situated in the rural area gives unique opportunities to the all students to familiarize about the issues pertaining to rural health care system and primary health care and the challenges in delivering effective health care in such a background. The MBBS students are submitting research proposals to ICMR for Short Term Studentship (STS) and many of these proposals from SDUAHER have been accepted by ICMR. Field visits are undertaken as part of Health Camps in villages. Post graduate students of FM are posted for short periods as observers in institutes of repute like NIMHANS and Kidwai Oncology Institute.

Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion2)

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>
2.3	<i>Teaching- Learning Process</i>
2.3.1 QIM	<p>Student-centric methods, are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> • Experiential learning • Integrated/Inter-disciplinary learning • Participatory learning • Problem-solving methodologies • Self-directed learning • Patient-centric and Evidence-based learning • The Humanities • Project-based learning • Role play
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.4 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

- Quality learning-teaching methods are in place with **integrated/interdisciplinary** (case-based learning, interdepartmental academic programs), **self-directed learning** (participating in workshops); **participatory learning** (app-based discussions); **problem-solving** methodology (team-based discussions); patient-centric and evidence-based learning (dissection hall and laboratory); **learning in humanities** (UG programs by external faculty) and **project-based learning** (projects for PGs and community-based learning for undergraduates).
- There is a well designed learning management system (LMS) and all teachers are well trained in Information, communication technology (ICT) enabled teaching,
- The University has a licensed version of the zoom meeting software to facilitate cloud recording and storage for easy retrieval subsequently. Recently they also procured license for Microsoft team software. The library well equipped providing remote access facility for books and journals for faculty and students. There are also hard copies of books and journals including dissertations of students. There is audiovisual system for transmission of operative procedures from operation theatres to AV room for students to learn while interacting with the surgeon.
- There is well-designed examination question paper software to facilitate automated generation of question paper from a large data bank just one hour before the examination. The university has a well defined double evaluation method. Still a candidate can appeal for further evaluation. The choice-based credit system (CBCS) is in place for allied health sciences. The competency based medical examination is in place for MBBS students ever since it was made mandatory by NMC from 2019 onwards.
- Continuous internal assessment is in place for all students. During formative examinations evaluations are based on objectively structured practical and clinical examinations (OSPE and OSCE). Skill labs and clinical simulation facilities are available for student learning

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1	<i>Promotion of Research and Facilities</i>
3.1.1 QIM	The institution has a well defined Research promotion policy and the same is uploaded on the institutional website
3.2	<i>Resource Mobilization for Research</i>

3.3	<i>Innovation Ecosystem</i>
3.3.1 QIM	Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell
3.3.2 QIM	Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years
3.4	<i>Research Publications and Awards</i>
3.5	<i>Consultancy</i>
3.5.1 QIM	Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy
3.6	<i>Extension Activities</i>
3.6.3 QIM	Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years
3.6.4 QIM	Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years
3.7	<i>Collaboration</i>

Qualitative analysis of Criterion 3

- The university has formulated well defined research promotion policy and is available on institutional website. There is a budgetary allocation of funds under the head of “Research” for utilization by faculty. Faculty are provided with financial incentives for publications based on the quality of publications. Strategic plan for research promotion is in place to secure financial support from various agencies with governmental ones such as ICMR and DBT. Institute Ethics Committee (IEC) is in place and is registered with Director of Health Research (DHR) and Drug Controller General of India (DCGI) There is an ample research potential for Speech Pathology and Audiology unit and to get Government grant..
- The University provides infra-structure for Research and Innovation in the form of RLJ Health Science Incubator to support towards obtaining patents and copyrights. The efforts for copyrights promotion are required. Innovation ecosystem is in the preliminary stage. The University needs to be register with Innovation Council, Ministry of Education, Government of India. This is in alignment with “Make in India” initiative of Government of India.
- Implementation of research and innovation is carried out by the following: conducting: Value added course on research methodology, research methodology workshop, and extramural projects
- The University has a policy on Intellectual Property Rights (IPR) and promotes faculty participation in consultancy projects. If there is a commercial element in innovation there is facility for revenue sharing between the innovator and the University exists.
- The university has initiated several community extension programs in the form of organizing Yoga orientation program, ORS awareness program, vitiligo awarenss etc.
- The University provides free health camps at community levels
- The efforts on start-ups, patents are initiated and it needs consistency and augmentation.
- The institute's journal ‘Journal of Clinical and Biomedical Sciences’ requires consistency in publication and further indexing.

***Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)***

4.1 Physical Facilities

4.1.1 QIM	The institution has adequate physical facilities for teaching – learning, skills acquisition etc
4.1.2 QIM	The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	<i>Clinical, Equipment and Laboratory Learning Resources</i>
4.2.1 QIM	Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies
4.2.2 QIM	Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.
4.3	<i>Library as a Learning Resource</i>
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines
4.4	<i>IT Infrastructure</i>
4.4.2 QIM	Institution frequently updates its computer availability for students and IT facilities including Wi-Fi
4.4.4 QIM	Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,
4.5	<i>Maintenance of Campus Infrastructure</i>
4.5.2 QIM	There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Qualitative analysis of Criterion 4

- The University is situated on about 72 acres lush green ecofriendly campus. The campus has good physical facilities for teaching-learning and skill acquisition. The University has provided adequate gallery type lecture classes as per the stipulation of statutory body. All the clinical departments are provided with well-equipped out-patient departments including dedicated demonstration rooms. There is a good well equipped central diagnostic laboratory services. The laboratories are NABL accredited. The efforts for NABH accreditation for the hospital facilities are in process.
- There is a good clinical facility with modern equipment for Speech Pathology and Audiology.
- The institute has facilities to support physical and recreational requirement of student and staff. The Institute has well developed Sports complex including open air auditorium.
- The campus is spacious, ecofriendly with good hostel facilities. All campus and hostels are provided with Wi-Fi facilities. The institute has initiated plastic and tobacco free environment. Overall ambience of the campus is good.
- All the major operation theatres are modular in nature and equipped with modern state of the art anesthesia machines including good audiovisual data relay to AV room located elsewhere to facilitate student teaching and conducting live workshops. Modern pediatric intensive care units equipped with the state of the art ventilators and monitoring systems are place. Similar facilities are available for neonatal ICU as well. The institute has potential to start DM in neonatology provided other requirements are fulfilled.
- The hospital information management system (HIMS) is in place It also includes picture archival communication system (PACS) for remote access to radiology images and investigative parameters. The library is automated using the integrated library management system (ILMS) with periodic upgradation of the software. The library has good number of hardcopies of the text books, journals. The information technology infrastructure is modern and serves various academic and patient services. The modern equipment for visually impaired and color blind students is available.
- The well-equipped audio-visual system with live streaming caters to student teaching and interactive workshops.
- There are established method for maintenance of physical and academic facility. There is a civil engineering department which takes care of the maintenance of the various academic and sports facilities.
- The Institute has updated IT facilities having lecture capturing system with LMS.

- The Wi-Fi facility in the campus needs augmentation.

***Criterion5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)***

5.1	<i>Student Support</i>
5.1.4 QIM	The institution has an active international student cell
5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare
5.4	<i>Alumni Engagement</i>
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Qualitative analysis of Criterion 5

- Institute has given responsibility as Director, Students Welfare to one of the full time faculty from anatomy department. Some other faculty members are deputed for assistance to look after the duties of student counseling, Anti-ragging cell, NSS, and Woman Empowerment Cell. The student council is in existence. They participate in various meetings of the Hostel Committee, Mess Committee, IQAC cell, and their feedback is utilized for future planning. There are three units of NSS out of which one is financed by the university. Other two are getting grants from the Governments. The students are participating in sports and cultural activities. There is however scope to improve the utilization of the sports facilities by the students.
- The placement cell is in the process of initiation. There are 3 international students at present, the university has initiated the process of establishment of an International Students Cell.
- The alumni association of the university is registered and associated with the welfare of the institute. There is need to augment the activities of the alumni association.
- There is scope for enhancing utilization of the state of the art skill lab and clinical simulation lab by the students.

***Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)***

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.
6.3	<i>Faculty and Staff Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.3 QIM	Institution conducts internal and external financial audits regularly
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Institution has a streamlined Internal Quality Assurance Mechanism
6.5.3 QIM	Impact analysis of the various initiatives carried out and used for quality improvement

Qualitative analysis of Criterion 6

- The vision and mission statement of the university are formulated and showcased at various places in the university. They have framed the core-values which are being used in the development of strategic plan. In the time-bound manner, short term and mid-term strategic plan document needs to be formulated.
- The management is proactive and supportive for the progress of the University.. There is transparency in administrative activities. There is effective delegation of responsibilities. The Karnataka State Higher Education Council, Department of Higher Education rated the academy as a three star institution in the category of Young University in 2018. The central Diagnostic Laboratory service is accredited by NABL.
- The academy in 2019 has established a UNESCO chair in Bioethics. The academy has worked in the Covid-19 pandemic. There are two positions of Pro-Chancellors, one each for academic and for hospital care delivery has been roped in to augment the advisory capacity.
- The Manpower Planning and Development Committee is constituted by the academy. It has made human resource development reasonably good and improved its efficiency. Institution has planned effective welfare measures for the teaching and non-teaching staff . Among these, quarters in the campus, 50% concession for treatment in the hospital, substantial concession in fees for the children of the staff in allied subjects, interest free salary advance, indemnity scheme for doctors. Employees Provident fund scheme, Gratuity benefits, and employment to the next of kin of a deceased person while in service. Institution has developed annual performance appraisal system and by its nature, it is participatory in style. The best teaching faculty and non-teaching members are given incentives.
- The university has developed financial management mechanism which monitors the income and expenditure to have financial control and to ensure regular and adequate availability of funds. The Finance Officer is chief of the finance division and he works directly under the control of the registrar. The budget is prepared every year and accordingly, the works and purchase committee adhere to the budget allocation The university has internal and external audit system for the designated functions.
- The institution has established IQAC cell on 23rd January, 2016 as per the directions of the NAAC after the first cycle of accreditation. Its function mainly revolves around the framing of quality initiatives and their implementation. The efforts are made for impact analysis of various measures that IQAC has taken during the assessment period.

Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)
7.1.9 QIM	Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

- Gender equity issue is actively pursued by the institution in a number of ways. Gender sensitization is part of the Foundation programmes. Gender

champions are chosen as per UGC guidelines. Guest lectures on gender equity are regularly conducted and the institution has also conducted two seminars and one self-defense programme in the last 5 years. Day care centre and crèche are available and separate common room for girls has been provided. The Internal Complaints Committee and Grievance Redressal Committee are in place.

- Non-degradable soiled wastes and Biomedical wastes are disposed through outsourced agencies. Biodegradable solid wastes are converted into compost while liquid waste is treated in Sewage treatment plant present inside the campus. AERB guidelines are followed for radioactive waste management.
- The student profile at the institution is multicultural and multilingual with representation from different parts of the country as well as socio-economic backgrounds. Inclusiveness is fostered by student activities like Freshers Day, College Fests, Sports meet etc. Religious harmony is nurtured by celebrating various religious festivals. Observation of Mathru Bhasa Diwas, Harmony Day and International Day for Peace Tolerance are other ways in which inclusiveness is strengthened. For students, language classes in Kannada and English are taken.
- Freedom fortnight is a special event where guest lectures by Indian army officers is done to inculcate a sense of national responsibility among the student community. National Voters Day and Rashtriya Ekta Diwas are also celebrated. Vigilance awareness week is observed to sensitize the students about corruption and the students take an integrity pledge.
- National days and Freedom Fortnight are observed in the institution. National Education Day and National Science Day are other important days which are celebrated. Religious festivals are held for all religions.
- Best Practices:
 1. Software enabled question paper generation from structured question bank: This has been done by the Examination Cell to improve the transparency in setting of question papers. The software picks up the questions from the question bank based on the template provided and in the whole process, there is no role of a paper setter. This initiative has been recognized by UGC and the institute was invited to present it in 2019 at the workshop "Evaluation Reforms in Higher Education".
 2. Best department of the year award and Teacher of the Year award: This is being done to improve the departmental and individual performance. However the practice of giving the best department award to the same department in quick successive years may act as a demotivation for other departments and their loss of interest in the whole process.
- Interdisciplinary collaboration evolving into holistic health care education and research is the area of distinctiveness as perceived by SDUAHER. The

initiatives taken by it in this direction include: providing quality health care up to tertiary level to the largely rural local population; establishment of integrative medicine department; and creation of Centre for Advanced Research of Excellence (CARE) with state of the art infrastructure to encourage interdisciplinary research.

- There is a novel new-born screening for hearing impairment by the department of Speech Pathology and Audiology in Collaboration with All India Institute of Speech and Hearing, Mysuru.

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

- Good infrastructure for teaching learning, pateint care and research
- Newborn screening for hearing imp[airment
- Located in rural and industrial area and caters to local health requirements
- Student diversity from various parts of the country
- Allied Sciences providing empyable programs

Section IV:Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)
(It is not necessary to indicate all the ten bullets)

- To start emergency medicine PG program
- To establish state of the art trauma centre with vascular surgery services
- To expand geriatric services
- To start biotechnology and bioinformation education programs
- To have full time faculty for research, IQAC, and student welfare

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Shashank Dalvi	Chairperson	
2	Deepika Joshi	Member Co-ordinator	
3	Purnananda Mishra	Member	
4	Srinivas Mantha	Member	
5	Abhijit Chaudhury	Member	
6	Dr. M.S. Shyamasundar	NAAC Co-ordinator	

Place: Date