



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION
AND RESEARCH**

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563103
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Devaraj Urs Academy of Higher Education and Research, Tamaka, Kolar is a Deemed to be University declared Under section 3 of UGC Act, 1956, vide Notification No.F.9-36/2006-U.3(A) Dt. 25th May 2007, MHRD, Government of India. The Deemed to be University is sponsored by the Sri Devaraj Urs Educational Trust for Backward Classes, Kolar – a Trust, which has set up educational institutions in rural areas of Karnataka, with a focus on Medical Education and Social Service. Through the colleges/Hospitals and other institutions set up by it, the trust has sought to make significant contribution to Medical Education, Research and Health Care to rural population.

The establishments of the Academy and the constituent institution are co-located at Tamaka village, Kolar and spread over more than 72.73 acres of lush green campus with several buildings to accommodate the medical college, administrative offices, teaching/training facilities, hospital and hostels with a total built up area of over 1.24 lakh sq. metres. Currently, the Academy is offering 68 programs under two faculties of studies viz: Faculty of Medicine and Faculty of Allied Health Sciences. Under the Faculty of Medicine, Sri Devaraj Urs Medical College conducts Under Graduate Degree (MBBS), several Post Graduate Degrees (M.D./M.S.), Post Graduate Diploma courses, Doctoral Programs and Fellowship Programs in Head and Neck Surgical Oncology as well as Oral surgical Oncology. The Departments under the Faculty of Allied Health and Basic Sciences offer Undergraduate, Postgraduate, M.Phil. and Doctoral Programs.

Ranking/Rating/Achievements

- **QS I-GUAGE Indian University Rating – Silver Rating**
- **KSURF (Karnataka State Universities Rating Framework) year 2016 - 3 STAR rating in Young Universities category**
- **NABL Accredited Central Diagnostic Laboratory Services Year 2017-19 & 2020-22**
- **NABH Accredited Teaching Hospital Year 2016-18**
- **NIRF 2019 (University Rank Band 151-200)**
- **UNESCO Chair of Bioethics Unit (2019)**

Vision

The drive towards excellence by providing knowledge for posterity is the central over-riding theme of the Academy, which is derived from the vision statement –

“ACADEMY OF EXCELLENCE - KNOWLEDGE FOR POSTERITY”

At a glance the Vision Statement is abstract, yet it depicts the unique characteristics and attributes of Sri Devaraj Urs University of Higher Education and Research, Tamaka, Kolar. The institution’s medical background, humanitarian values, compassion, approachability, social commitment and the subsequent research towards the most precious thing - that is the human life, is the core theme. Hence, the motto - “Knowledge for Posterity” is very appropriate, depicting the unending quest for knowledge

The Academy intends to realize this vision of providing knowledge for posterity by providing education that is driven by Quality and Excellence.

NAAC

The Academy Logo is a graphic form of a person in the centre of a bud representing the humanity. It denotes the growing process of life and its existence. The two hands safeguarding them show care, compassion and a sense of security. It is also capable of holding something within the vast expanse of knowledge by the University for the benefit of the people. Hence, the motto - “Knowledge for Posterity” is very appropriate and gives a punch in Red. The four light-blue half circles (smaller to bigger) depict the unending quest for knowledge and imparting it to a wider horizon, growing higher and higher.

The colours in the logo –

Deep Blue: Signifying credible, confident and dependable. It represents peace, tranquillity, stability, harmony, trust, security, cleanliness and loyalty

Light Blue: Characterises sky and water (for 4 half circles)

Red: A dominant colour indicating strength.

Green: Epitomizing nature, health and generosity. It's cool quality soothes and has great healing powers.

Mission

The Mission is “to be a global centre of excellence for Teaching, Training and Research in the field of Higher education” by “inculcating scientific temper, research attitude and social accountability amongst faculty and students” as well as “to promote value-based education for the overall personality development and leadership qualities to serve the humanity”.

The Academy aims to be recognized as a center of excellence in health sciences towards which the strategic plan intends to build a foundation of value-based education derived from the core values of the Academy –

- **Academic Excellence**
- **Student Focused**
- **Honesty and Integrity**
- **Freedom of inquiry**
- **Innovation and Creativity**
- **Accountability**

NAAC

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Quality teaching and practical skill-based knowledge development.
2. University Centre for Health Professions Education with FAIMER and ACME fellows
3. Allied Health Sciences programs focussed to promote Interprofessional Education.Emphasis on value-added programs in the emerging areas for holistic development
4. Conducive ambience for advancement of career opportunities in research & Academics.
5. Availability of robust infrastructure and Eco-friendly campus
6. Quality patient care supported by accredited state of the art facilities.
7. Strong mentorship program under the Students welfare Cell for students coming from culturally

different backgrounds and diverse learning skills.

8. Student Diversity – from all over country.

Institutional Weakness

1. Fewer Ph.D. qualified teaching faculty
2. Paucity of extra-mural funded research projects due to pending approval by DSIR
3. Scanty International and National Collaboration activities.
4. Faculty attrition at the junior cadre due to their enrolment in higher studies
5. Sparse number of Patents and Copyrights due to low conversion rate of innovations.
6. Lack of full time research faculty engaged in research activities.
7. Rigid curriculum in certain programs governed by regulatory bodies that does not allow academic flexibility
8. Diversity of Faculties are limited.

Institutional Opportunity

1. Collaboration with International and National Institutes of repute and other recognitions
2. Tie up with Corporates, industries as a part of CSR to develop laboratories and provide community directed services.
3. Strengthening the Alumni association
4. Establishing comprehensive Oncology facility in SDUAHER campus
5. Developing Advanced Skill center for teaching and learning simulations
6. Introduction of super specialty programs
7. Initiation of student & faculty exchange programs
8. Conversion of studies that are conducted to papers in peer reviewed journals

Institutional Challenge

1. Motivate faculty to identify and pursue Research & Development as well as Innovation
2. Attract eminent Professors & Researchers from International institutes
3. Engaging a greater number of quality start-ups at the Incubation centre
4. Establishing linkages with national and international health care industry
5. Locational disadvantage.
6. To acquire management cadre to strengthen other organs of Academy.
7. Team up with Govt & NGOS as stakeholders to act as a bridge between policy makers and end users.
8. To attain greater visibility globally to attract students & faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SDUAHER under its two faculties i.e., faculty of medicine and faculty of allied health basic sciences offers 68 bachelors, masters, fellowship and PhD programs, with a total of 1598 students for the year 2019-20 with 274

total teaching faculties and supported by 763 non-teaching and 171 technical staff.

The philosophy of curriculum development by the Academy is guided by Learning Outcomes -based Curriculum Framework where the key outcomes that underpin curriculum planning and development include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes as well as assessment of student performance with regards to attainment of these outcomes.

SDUAHER Curriculum Development Process

There have been 26 programs which have been revised in last five years to suit the professional and personal needs of the students which are relevant to the local needs and in tune with the emerging national and global trends e.g., **implementation of competency based medical education/ outcome-based education in all its programs.**

As a higher education institution, SDUAHER has exercised academic flexibility by offering Choice-based Credit System in 11 programs under Faculty of AHBS, 17 new programs have been established across all the faculties during the last five years (2015-2020). There are 366 (70.8%) interdisciplinary courses under the 68 programmes offered by the Academy.

To impart holistic development of students the Academy has achieved curriculum enrichment by integrating crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes in the curriculum for both medical and allied health sciences students. SDUAHER has a University Bioethics Centre (UBEC) to promote awareness in understanding of bioethics and professional ethics in the field of health care, public health and research among

the faculty members through structured training.

The Academy has provided for 27 value-added courses of a wide range for students to choose from according to their interests and inclinations, these courses has imparted life-skills to 953 students in last five years.

The Academy has an online feedback system an active process of collecting feedback from all stakeholders, analysing and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Teaching-learning and Evaluation

SDUAHER, as a higher education institution believes in **systems approach to education** process which can be depicted as –

INPUT- STUDENT – SDUAHER has a vibrant student community of 1598 students in undergraduate, postgraduate, fellowship and PhD programs in the preceding academic year.

The Academy puts efforts in having representation of student community from different geographical, cultural and educational backgrounds at its campus. This reflects in 51% female students and 67.8% students from all over India getting enrolled in academic year 2019-20.

The Student-Faculty ratio is a healthy 8.2 and Mentee-Mentor ratio is 5 which reflects in achievement of average 80% pass percentage in last five academic years.

INPUT- TEACHER - The total faculty strength of the Academy is 274 which is 20% in excess that specified by the regulatory body to ensure high level teaching quality and also to retain faculty. The Academy has about 8% of its full time teachers as Ph.D. guides, the average teaching experience of full time teaching faculty is

11.3 years. Faculty- 80%- are trained in the educational technology/methodology by the University Center of Health Profession Education. To create a competitive spirit among the faculty, the Academy has introduced Best Teacher award which would warrant all teachers to perform their best.

TEACHING-LEARNING PROCESS – The teachers of the Academy practice various types of instructional strategies which are student-centric to enhance the learning experience of the students.

SDUAHER has a Centre for Clinical Skills and Simulation (CCSS) having structured programs for training and assessment of students and conducts training programs for the faculty, the centre has conducted 342 skill development programs in last five years.

ICT enabled advanced technologies are being used by the faculty members in classroom. The faculty members effectively utilize the E-resources such as the LMS and other Audio-Visual aids to demonstrate the concepts to the students to enhance their learning experience.

OUTPUT – EVALUATION PROCESS – The Academy has an excellent automated examination management system. There is a unique software for automated question paper generation linking the program outcomes and course outcomes to questions without human intervention.

Research, Innovations and Extension

SDUAHER established Research and Development wing in the year 2008, which has been designated as Department of Research and Innovations (R&I) in the year 2019. The Academy has a **well-defined Research Policy**, further for promotion and augmenting the research activities the Academy has constituted the following boards/committees - Academy Research Advisory Board, Central Ethics Committee, Students research committee, Publication Board etc.

SDUAHER seed grants are given up to a tune of two lakhs to a faculty which is extendable depending on the quality of the research involved, in the last five years a total seed grant money of Rs. 98.43 lakhs have been sanctioned to various new research projects including publication charges for quality publications. The Academy on an average provides financial support to 22.6% of teaching faculty annually for participation in conferences.

The Academy promotes research among faculty and students by conducting workshops on research methodology, IPR, GCP, GLP, Publications related, Grant writing etc. The Academy had introduced Junior Research Fellowship (JRF's) program in the year 2016-17 with enrolment of 36 JRF's.

The Academy has a Centre for Advanced Research and Excellence, an Animal House as per CPCSEA guidelines, has multiple museums and departmental research laboratories. SDUAHER has established a RLJ Health Science Incubator centre which has 2 start-ups in the year 2019-20.

The faculty of the Academy have 4 patents in their name and have applied for 5 patents for publication in last 4 years. The Academy has been able to generate about Rs. 118.98 lakh from advisory/R&D consultancy projects during the last five years.

The average number of degrees awarded in the respective departments of the Academy per recognised PG teacher is 2.7. In the last five years 941 research papers have been published.

The constituent college and the teaching hospital of the Academy regularly conduct community outreach health care activities and join hands with the government in implementing various health care schemes, the Academy has conducted 4,198 such activities in last 5 years.

The Academy has 17 functional MOU's with various institutions for academic activities, clinical training/internship and collaborative research programs.

Infrastructure and Learning Resources

The Academy is situated on 72 acres of lush green eco-friendly campus with a total built up area of 208,566sq.mtrs with 'divyangjan' friendly physical infrastructure. For infrastructure development and maintenance during the last five years, the Academy has incurred an average expenditure of 23.9% out of total budget excluding salary.

The constituent medical college has excellent infrastructure as per the norms of the National Medical Council. The institution has an animal house as per the CPCSEA guidelines.

The Academy has Sri R L Jalappa Hospital and Research Center a tertiary care hospital with 1167 beds, having state-of-art specialty ICU's, emergency services, Dialysis facilities and a world-class Critical Care Center facility.

The hospital has a NABL accredited Central Diagnostic Laboratory, imaging facilities and a Radiation-Oncology department. The Blood Bank is recognized by Drugs Controller General of India and Government of Karnataka.

SDUAHER has a Centre for Advanced Research and Excellence equipped with facilities for research in the area of genomics, molecular biology, cell biology, cytogenetics and phytochemistry.

The Central Library is of 3654 sq.mtrs, centrally air conditioned, 700 seating capacity with a digital library of 50 computer systems and a RemotXs software. The library holdings are Text-books 11009, Reference volumes 14345, Ancient books 19, Special reports 731, other knowledge resources 227 amounting to total of 26331. The library is automated with Easy Lib 6.2ar1 Cloud Version software. The Academy has a Learning management system.

There are 3 hostels for girls and 4 hostels for boys with facilities to accommodate 1559 students. The students are provided with excellent sports facilities like volleyball, Football/Cricket/athletics, basketball, lawn tennis, kabaddi etc and a state of art Central Gymnasium.

The Academy has three state-of art auditoria for the students to showcase their cultural talent.

The Academy is connected to world by one Gbps broad band internet connectivity each from Jio and BSNL (NMEICT project). Wi-Fi Facilities are in all the departments & all Student Hostels.

For maintaining the infrastructure, The Academy Engineering department works with the philosophy of "preventive maintenance and routine maintenance".

Student Support and Progression

The Academy provides needy assistance to all students, to enable them to acquire meaningful learning experiences at the campus. Annually average 11.6% of students of the Academy are benefitted by scholarships.

The Academy has an office of Student Welfare with a Director, to support the progression of students in the campus and collaborate with the alumni of the institution.

The elected student's council plays a role in sensitizing the students of their duties and responsibilities and planning of annual student activities. Student feedback is utilized by the Academy for correction of existing and future planning. The institution implements a variety of capability enhancement and skill development modules.

The Academy also promotes value based education for inculcating social responsibility, the NSS volunteers in association with Youth Red Cross undertake several socially relevant programs which is aligned to one of its objectives - to serve the poor and needy.

There is strong mentorship system in the constituent College to ensure comprehensive personal development augmented by periodic parent interaction.

The Academy publishes the college magazine, newsletters and souvenirs to encourage the students' literary skills and to kindle the research instincts. The students are encouraged to participate in sports and cultural activities supported by travel, cash incentives and awards for best performers.

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 Academy is vibrant body, the activities of alumni association include celebration of Doctor's Day, Teacher's Day, conduct of Continuous Medical Education programs, 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 are known for their clinical skills and have brought in laurels to the institution.

Governance, Leadership and Management

Governance in SDUAHER is based on the philosophy of Total Quality Management (TQM) of the needs of internal and external stakeholders, to achieve excellence and ensure effective functioning of its Institutions. The Academy has implemented E-governance with a cost of 171.46 lacs. Institution has developed a unique Apex Manual of the policies/practices in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership.

To achieve the Vision, Mission and Objectives of the Academy, the leadership of the institution believes in setting goals and taking participative decisions based on highest standards of transparency, accountability and efficiency.

To co-ordinate the academic and administrative planning with an aim to improve the overall quality of its Institutions the Academy has developed a Strategic Plan document which has developmental objectives, directives and guidelines with specific plans for their time bound implementation.

As a basis for improving the process of planning human resources the Academy has developed and implemented Manpower Authorization and Development Policy, Recruitment and Promotion Policy (based on UGC 2018 regulations document) and also Annual Performance Appraisal Reports Policy for teaching and non-teaching employees.

It is rightly remarked that quality of an educational system may not exceed the quality of the teachers in the system, to enhance the quality and effectiveness of teachers and nonteaching staff after their recruitment the Academy conducts annually average 63 professional development programs. Average 61.3% of the employees get benefit of such training annually. Annually 22.39% of faculty get financial support to attend conference and workshops in India and abroad.

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

The Academy IQAC meets every quarterly for deliberating on quality developmental issues related to academics, research and administration resulting in suggestions to the departments and Academy. The IQAC is supported by a robust system of continuous review of quality initiative processes through dedicated NAAC Criteria Committees.

Institutional Values and Best Practices

SDUAHER is conscious of its values to ensure safety and security of women which are implemented by organizing sensitization programs and gender equity programs as per the annual gender sensitization action plan. SDUAHER had 49.1% female enrollments in the year 2019-20.

The Academy has a social responsibility to be proactive in its efforts towards development in the larger changing national and global contexts, as an educational institution it has been responsive to the emerging challenges and pressing issues. SDUAHER is recognised by Department of Higher Education, Ministry of Education Government of India as Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution.

SDUAHER has in place comprehensive policies and conducts quality audits addressing - energy conservation, rain water harvesting, waste recycling (solid/liquid waste management, e-waste management), green practices, audit of flora & fauna etc.

The core values of the Academy are rooted in integrated development, to imbibe a sense of oneness an inclusive environment is created by conducting regular programs promoting tolerance and harmony.

SDUAHER has internally evolved and used many best practices, two of them are:

1. **“Software enabled Question Paper generation from the structured question bank”** with objectives to - to create question bank and to generate question paper from the inhouse question bank on the day of

examination to improve transparency in the examination system. UGC invited the Academy to present this practice in its Workshop on **“Evaluation Reforms in Higher Education”** in 2019.

2. **“The Best Department of the year award and Teacher of the Year award “** with objectives to motivate and inculcate the competitive spirit among the faculty and departments to improve the performance in Teaching and Research, to empower Health care educator with up to date education technology and to create a research driven skilled manpower.

‘Interdisciplinary Collaboration evolving into holistic health care education and research’ is SDUAHER`s distinctive focused attribute reflected in all its activities and practices. SDUAHER has been successful and exemplary in providing interdisciplinary health care to the patients, training for medical and allied health students enabling them to acquire distinct professional attributes besides conducting translational research.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH
Address	Post Box No 62, Tamaka,
City	Kolar
State	Karnataka
Pin	563103
Website	www.sduu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Pradeep Kumar G	08152-243242	9980945878	08152-243008	registrar@sduu.ac.in
IQAC / CIQA coordinator	Harendra Kumar M. L.	08152-243244	9980140754	08152-243009	iqac@sduu.ac.in

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

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-05-2007
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	14-08-1986

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	24-12-2020	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Post Box No 62, Tamaka,	Semi-urban	72.75	124114	Sixty eight		
<i>Institutes</i>	<i>Sri Devaraj Urs Medical College Post Box No 62 Tamaka, Kolar Karnataka - 563103</i>	<i>Semi-urban</i>	<i>35.02</i>	<i>108067</i>	<i>Undergraduate(U G), Postgraduate(PG), Fellowships, PhD</i>	<i>14-08-1986</i>	<i>25-05-2007</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	1
Colleges with Research Departments	1
University Recognized Research Institutes/Centers	4

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
MCI	106136_5592_2_1602852203.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	63				35				97			
Recruited	44	19	0	63	17	14	0	31	53	32	0	85
Yet to Recruit	0				4				12			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
Teaching Faculty												
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	15				0				0			
Recruited	5	10	0	15	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				763
Recruited	454	296	0	750
Yet to Recruit				13
On Contract	10	3	0	13

Technical Staff				
	Male	Female	Others	Total
Sanctioned				171
Recruited	116	53	0	169
Yet to Recruit				2
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	3	0	0	4	4	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	41	18	0	14	14	0	49	28	0	164
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	3	1	0	0	0	0	0	0	0	4
PG	2	7	0	0	0	0	0	0	0	9

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	8	0	39	26	0	80

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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	31	150	4	0	185
	Female	43	104	6	0	153
	Others	0	0	0	0	0
PG	Male	11	18	0	0	29
	Female	27	25	1	0	53
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	1	0	0	1
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	2	1	0	0	3
Female	17	7	0	0	24
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.66	2015_NAAC_peer_team_Report.pdf

General Facilities

Campus Type: Sri Devaraj Urs Medical College Post Box No 62 Tamaka, Kolar Karnataka - 563103

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes

• Health centre staff	
* Qualified Doctor (Full time)	106
* Qualified Doctor (Part time)	67
* Qualified Nurse (Full time)	363
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Rain Water Harvesting, Sewage Treatment Plant, Herbal garden

Campus Type: Post Box No 62, Tamaka,	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes

* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	106
* Qualified Doctor (Part time)	67
* Qualified Nurse (Full time)	363
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Rain Water Harvesting, Sewage Treatment Plant, Herbal garden

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	3	505
* Girls's hostel	3	552
* Overseas students hostel	1	59
* Hostel for interns	0	0
* PG Hostel	2	386

Health Professional Education Unit / Cell / Department		
Year of Establishment: 11-09-1997		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	5	2
* Orientation	6	1
* Refresher	19	1
* Post Graduate	12	1

NAAC

Extended Profile

1 Program

1.1

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

Response: 54

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1598	1389	1216	1194	1110

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
308	233	240	245	281

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
194	203	198	189	155

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
210	210	210	200	165

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
9253.36	8927.18	8984.20	6574.24	5536.26

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) offers and imparts medical programs under the faculty of medicine and allied health sciences programs under the faculty of allied health and basic sciences. The process of curricula development and implementation is under directorate of academics; deans of faculties of studies and the University Centre for Health Professions Education (UCHPE). SDUAHER offers graduate (MBBS) post graduates (MD/MS) Ph.D. and fellowship programs and ensures that, all program / course outcomes are in alignment with the local, regional, national and global needs and requirements. The programs under the faculty of medicine follow the norms / regulations of the erstwhile Medical Council of India (MCI) and National Medical Commission (NMC) from the Academic year 2019-20. In order to provide desired and distinct attributes to the graduates, the curricula of majority programs are studied with electives and there are provisions for value added courses to acquire additional skills and competencies necessary for professional excellence.

Curriculum development and revision are carried out by following protocols comprising inputs from the students, teachers, alumni and professionals, departmental curriculum development committee, directorate of academics, board of studies prior to its approval by the academic council. The programs / course outcomes are defined for all the domains of knowledge, skills, attitude and communication. Appropriate delivery strategies for the course content ensure effective dissemination coupled with appropriate assessment approaches which are defined alongside the development of curriculum for ensuring attainment of the desired outcomes/competencies. The training imparted prepares them to work as a member in the health care team at the primary, secondary or tertiary levels and also as entrepreneurs. The commonest regional health problems that are encountered locally include Organophosphorus poisoning, snake bite, thyroid disorders, fluorosis, trauma, tobacco addiction and associated co-morbidities. The curriculum adopted lays special emphasis on treating these clinical problems.

From the academic year 2019-20 the NMC has come out with Competency Based Medical Education (CBME) addressing attributes required for Indian medical graduates. SDUAHER ensures delivery of CBME and evaluation strategies to meet the objectives by providing necessary training to the faculty members. The curriculum ensures that the graduates' acquire adequate knowledge of medico-legal, societal, ethical and humanitarian principles relevant to health care in addition to national and regional health care policies and schemes. Further, the post graduate curriculum is enriched with Entrustable Professional Activities (EPA's).

The faculty of allied health and basic sciences also offers graduate, post graduate and doctoral programs and all the programs follow semester system except the doctoral program. The graduate programs under this faculty follow Choice Based Credit System (CBCS). Majority of the programs are of vocational nature and the curriculum developed and implemented ensure that, graduates acquire all the desired attributes to

become successful allied health science professionals. The stakeholder feedback forms the backbone of the curriculum development and implementation to make the programs relevant to the needs of the global scenario in general and national requirement in particular.

File Description	Document
Link for Curricula implemented by the University	View Document
Link for Additional Information	View Document
Link for Outcome analysis of POs, COs	View Document

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

Response: 44.44

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

Response: 24

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

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

Response:

The MBBS program helps the graduates to acquire skills for providing preventive, curative, palliative and holistic patient care with empathy and compassion. The graduates will also have exposure to work in the health care team and develop the aptitude to collect, analyze, synthesize and communicate the health data correctly. They also acquire the skills to educate and motivate other health care team members to work effectively. The graduates additionally have community exposure to interact with people enabling them to improve their interpersonal interactions. The training will provide the graduates opportunity to enhance personal and professional growth. They will also demonstrate the ability to critically analyze and practice evidence based Medicine for patient care. Graduates will be able to combat the professional and ethical conflicts diligently and manage it them efficiently. Training through value added courses and exposure to

research activities add to additional competencies and skills

The students of postgraduate programmes are posted to centers of excellence for training during the training period. The centers include Kidwai Memorial Institute of Oncology, Sri Jayadeva Institute of Cardiology, National Institute of Mental Health and Neurosciences, Narayana Nethralaya Super Specialty Eye Care Hospital, Sri Balaji Institute of Surgery, Research and Rehabilitation for the Disabled Central Leprosy Teaching Research Institute. Exposure in these centers will benefit the broad specialty students to acquire advanced aspects of patient care in the respective fields. This is also an opportunity for the students to get an exposure to different types of hospital and patient care protocols to gain confidence and ability to perform better while taking up employment and entrepreneurship in diverse health care settings.

Programs under the faculty of Allied Health and Basic Sciences are vocational and skill oriented in nature. The training for these programs concentrates on developing and acquiring knowledge, skill, employability and entrepreneurship through well-defined learning objectives. Programs conducted the Medical College and hospital environment contribute for enriched training to achieve the program/course objectives.

The implementation of CBCS as per UGC guidelines and added component of internship makes the graduates of these programs employable readily. These programs offer value add on courses like Indian constitution, bioethics and computer application, communication skills as part of curricular enrichment and external postings provide the graduates to acquire additional knowledge, improve personality and confidence to work better with health care team. The opportunities provided to the students are reflected as special attributes and resulted most of the graduates employed in reputed hospitals / diagnostic centers.

The programmes offered are to provide training in techniques in Medical Laboratory, anesthesia and operation theater, medical Imaging and, visual care, renal dialysis, radiation therapy, cardiovascular, perfusion, respiratory care, clinical nutrition and physiotherapy at graduate levels. The postgraduate programs focus on molecular genetics, disease biology, clinical nutrition, public health, advances in optometry and laboratory technology and yoga practice. The program objectives are designed and achieved through committed and focused teaching learning evaluation activities. There are also doctoral programs aimed to generate manpower for academic and research activities in translational biomedical research.

File Description	Document
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	View Document
Link for MOUs with Institutions / Industries for offering these courses	View Document

1.2 Academic Flexibility

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

Response: 52.38

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

Response: 11

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

Response: 21

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

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)**Response:** 31.48

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

Response: 17

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	View Document
List of the new Programmes introduced during the last five years	View Document
Institutional data in prescribed format	View Document

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years**Response:** 77.44

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

Response: 357

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

Response: 461

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

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

Gender: The academy believes in introducing gender sensitization and legal awareness to the students to instill values of equality, inclusivity and heterogeneity, which are essential to structure a healthy society among adolescent boys and girls. Knowledge of laws relating to women and gender sensitization is not only crucial for balanced development of young minds and help students in building correct values, self-discipline and national spirit.

All these values are imparted during the orientation programs conducted for the students and reinforced at regular intervals by the women empowerment cell (WEC) of the academy by conducting guest lectures on gender equality which emphasizes the need for change in attitude towards women and gender equality. Students express their views regarding gender equality by participating in essay, debate and sketching competitions. Health Education program for adolescent girls is organized on International day of Girl Child during which the focus is on topics like nutrition in adolescent girls, menstrual problems common sexually transmitted diseases and its prevention. As a part of international women's day celebration the WEC conducts cultural and literary competitions for all female employees & students of the academy

Environment and Sustainability/ Emerging demographic changes: Environmental studies have been inculcated in the curriculum for both medical and Allied Health and Basic Sciences (AHBS) students which focus on concept of an ecosystem, Natural resources and associated problems and the role of an individual in conservation of these natural resources.

Human Values and Professional ethics: The Academy have set up the University Bioethics center to promote awareness in understanding of Bioethics in the field of health care, public health and research among the faculty members through structured training sessions so that the same can be disseminated to students. The center also conducts case discussion relating to principles of bioethics at regular intervals for postgraduates and as well as for allied health students. During these sessions there will be in depth discussions are done.

The Attitude Ethics and Communication (AETCOM) module developed by the Medical Council of India tries to address professional qualities ,roles of a physician in health care system and the foundations of communication across the entire duration of the course. The students under AHBS are taught professional ethics in research, education and patient care.

Right to Health Issues, Health Determinants: Right to health is one of the fundamental human rights which are often compromised by outcomes of human behavior. The issues related to right to health and its determinants are addressed in community medicine curriculum.

COVID Pandemic management: In the MBBS Program the student will be trained in managing clinical conditions that are predicted to happen in the form of outbreaks, epidemics and pandemics during their career. The management of pandemic will be taught in a phase wise manner which emphasizes on infection control measures to be adopted, early identification and control of new infections, sample collection, serologic tests to be performed, therapeutic strategies, care of patients during pandemics, intensive care and palliative management.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document
Any additional information	View Document
Link for list of courses that integrate crosscutting issues mentioned above	View Document
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	View Document

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

Response: 12

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

Response: 12

File Description	Document
Institutional data in prescribed format	View Document
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	View Document

1.3.3 Percentage of students successfully completed the value-added courses during the last five years**Response: 22.79**

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

2019-20	2018-19	2017-18	2016-17	2015-16
545	295	304	339	0

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	View Document
Institutional data in prescribed format	View Document

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment**Response:****Short residential posting for Community Orientation/ Field Training:**

As a unique innovation, the First Year MBBS students are given an early exposure to the community so as to gather information of the following areas in a rural setting:

- Health status of a community and its determinants
- Health care system, infrastructure, duties and responsibilities
- Implementation of National Health Programmes
- Essentials of Primary Health Care

Justification:

- As per the prevailing practice, medical students were exposed to the community for the first time only during their 2nd MBBS, though they were taught Community Medicine from first MBBS itself.
- Moreover, it was also observed that majority of the MBBS students of successive batches were largely unaware about community health which hindered proper assimilation of knowledge of Community Medicine.

Outcome of the sessions:

- Better understanding of community health concepts
- Involvement of the students to strategize remedial actions during small group discussions

Research projects:

The value added courses in research methodology and community research invoke interest and spirit of enquiry in research related activities. During these sessions the importance of ethics in research like patient information sheet and the relevance of obtaining the informed consent are highlighted.

The Academy encourages students to actively get involved in the research projects sponsored by the Academy or funded by ICMR. The teaching faculty will guide the students in preparing research proposals. The student research committee has been set up to support these activities.

Industry internship:

The students of the clinical nutrition and dietetics will routinely visits to the nearby KMF diary in Kolar to observe the process which involves collection of milk from various sectors. The student will witness the process of pasteurization, quality testing and distribution of the products. This will give them the idea about the preservation of the nutritional requirements of the product.

The National Nutrition Week is observed every year in our Academy, during which students visit nearby schools. The children will be sensitized about the importance of nutrition on well being of an individual. These students perform role-plays stressing the importance of nutrition, concept of malnutrition and its ill effects. They also interact with school children and take anthropometric measurements and provide guidance in case of any concern. These types of exposures will provide them opportunities for better communication and also understand the role interpersonal relationships in their future endeavors.

Field visits/Participation of interns in health camps:

The interns are regularly posted to health camps that are arranged by departments. During these exposures in the community they are provided opportunity to improve their communication skills with members of the community and to learn the skills to manage difficult patients and angry relatives. In camps they perform their duties efficiently being the member of the health care team.

File Description	Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	View Document
Link for additional information	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: B. Any 4 of the above</p>	
File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View Document
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Any additional information	View Document
Link for feedback report from stakeholders	View Document

<p>1.4.2 Feedback process of the Institution may be classified as:</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
423	450	366	341	288

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

2019-20	2018-19	2017-18	2016-17	2015-16
423	450	366	341	288

File Description

Document

Institutional data in prescribed format

[View Document](#)

Initial reservation of seats for admission

[View Document](#)

Final admission list published by the HEI

[View Document](#)

Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.

[View Document](#)

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 16:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
344	298	185	2513	1952

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

2019-20	2018-19	2017-18	2016-17	2015-16
300	256	166	371	358

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Extract of No. of application received in each program	View Document
Document relating to Sanction of intake	View Document

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

Response: 69:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
301	316	239	250	188

2.1.3.2 Total number of students enrolled in that year

2019-20	2018-19	2017-18	2016-17	2015-16
423	450	366	341	288

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	View Document
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View Document
Details of outcome measures	View Document
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	View Document
Any additional information	View Document

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 8.24

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

- **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**

Response:

Instructional strategies include active learning methods which require student's engagement within and beyond classroom and cater to all the three domains of learning: cognitive, psycho-motor and affective.

Most of the competencies/outcomes and objectives of courses and programs are achieved by teaching learning methods that include small group teaching, practical demonstrations, bed side clinics and laboratory and museum-based teaching.

Integrated/interdisciplinary learning

Integrated teaching is in practice to ensure holistic approach in management of patients rather than confine to silos. Students are exposed to case-based learning and problem solving so that they possess inquisitive approach in acquiring knowledge across various disciplines. The inter department symposia in postgraduate programs provide a platform for interdisciplinary learning and helps in integration of knowledge of basic sciences.

Self-directed learning

To cater to their lifelong learning that is expected of the profession, emphasis is given for self-directed learning. Students are encouraged to participate in CMEs and conferences, present research papers, attend workshops thus encouraging learning from peers and advanced learning beyond the curriculum.

Participatory learning

Flipped class rooms and Google class rooms have shown to increase student's participation and makes student accountable for their own learning.

Whats App-based discussions have gained students acceptance and is one of the online modes of interactive learning.

Innovative methods like debates enhance comprehension; presentation and communication are also being tried. Students do have an informal peer learning process. Postgraduate programs have seminars, journal clubs and symposia to enhance their analytical and synthesis skills of the high cognitive domain. The learning management system is in place that also helps for participatory learning.

Problem solving methodologies

Small group teaching methods are conducted by faculty to encourage interaction among students. Modified team-based learning is used by few departments to promote team learning and problem solving. Objective triggered learning practiced by Microbiology have stimulated exploratory learning in students.

Patient- centric and Evidence-Based Learning

Students perform experiments for hands on learning for understanding concepts in various courses. Dissection halls provide graduate and postgraduates for cadaver-based learning and skill acquisition. Students undergo training in the skills and simulation center to acquire skills by practice and reflection. Bed and lab-based teaching demonstrates evidence and facilitates students to imbibe skills to practice Evidence Based Medicine.

Dissertation work carried out by the postgraduates enhanced their research skills that also navigate them towards mastering skills of evidence-based medicine.

Learning in Humanities:

Institution lays impetus on inclusion of ethic and humanities for which sessions / workshops are conducted by external experts and in-house faculty.

UG programs are introducing reflective practice after observation with past knowledge for effective construct of new knowledge gained by experience.

Project based Learning:

Departments use projects to facilitate kinesthetic learning. Community based learning involving small group projects is utilized for graduate students. Postgraduate programs have mandatory projects to be submitted as curricular requirement.

Role play

Role plays are effectively for competencies of affective domain like attitude and communication, as an integral mode in delivering AETCOM modules.

File Description	Document
Link for list of student-centric methods used for enhancing learning experiences	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skills Laboratories	View Document
List of clinical skills training modals	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	View Document
Details of training programs conducted and details of participants	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Information and Communications Technology (ICT) enabled teaching - learning methodologies are utilized for both undergraduate and postgraduate training processes across all courses under the faculties of medicine and allied health sciences. All lecture classes and seminar halls are ICT-enabled with projectors and laptop/desktop computers, e-podiums and internet connectivity for effective teaching learning process.

The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the e-resources to enhance the learning experience. The Academy has the support of a well-designed learning management system (LMS) platform for the teaching and learning. The LMS is well utilized by the students for learning purposes by revisiting to the contents of the lecture classes, as all the teachers ensure that the learning materials / lecture contents are uploaded and retrievable in the LMS window of the Academy website. Students find it easy to catch-up with the contents of the missed lecture classes. The teachers are provided adequate training on the use of technology in routine teaching - learning activities as well as for the development of e-content.

The Academy has established a Thin Client computer laboratory facility which used by the departments of physiology and pharmacology to use Ex Pharma series software for simulations of animal experimentation. The Academy has procured a licensed version of the zoom meeting software to enable the teachers to disseminate the course contents and hold interactive online learning activities. Individual faculty makes use of zoom classroom for effective teaching and learning processes.

Through flipped classroom model teachers aim to leverage the use of blended learning. Online videos, podcasts, animations, medical information links, PPT formats circulated to students through LMS, google classroom, whatsapp groups to teach basic concepts while the face to face classroom learning is used for exploring application and synthesis of information. Further the teaching learning process executed in the pandemic situation through Zoom, google meet, skype for online teaching learning process.

University Library has 50 computers, LAN connectivity and 2 GBPS internet speed. It is digitalized with E-books, E-Journals, E-newsletter, faculty publications and previous year question papers preserved in DSpace server. Library provides remote access facility (RemoteXS) to students, Research Scholar and Faculty to access e- resources subscribed by the SDUAHER.

The electronic resource packages like Pro Quest Database, Free Access Journals, PubMed Free Access Journals, Open Access Journals, Directory of Open Access Journals (DOAJ), and National Digital Library covers all the major clinical and healthcare disciplines. Various types of digital contents including Books, Articles, videos, audios, thesis, Shodhganga (Digital Repository of Indian Electronic Thesis and Dissertations) and other education materials are available for access in Digital Repository of the SDUAHER Library. Research publications, dissertations/project reports of postgraduate students and the Ph.D. thesis undergo plagiarism certification for which the Academy has a licensed version of Drill Bit software for plagiarism check to authenticate the scientific statements in the manuscripts are legitimate.

File Description	Document
Any additional information	View Document
Link for list of teachers using ICT-tools	View Document
Link of the details of ICT-enabled tools used for teaching and learning	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 6.44

2.3.4.1 Total number of mentors in the preceding academic year

Response: 248

File Description	Document
Records of mentors-mentee meetings.	View Document
Log Book of mentors	View Document
Institutional data in prescribed format	View Document
Details of fulltime teachers/other recognized mentors	View Document
Copy of circular pertaining to the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI	View Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.35

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document
Appointment letters of faculty during last five years	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 10.2

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

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

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

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

Response: 11.11

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

Response: 2154.7

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	View Document
Institutional data in prescribed format	View Document
Experience certificate of full time teacher	View Document

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

Response: 30.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	30	98	27	0

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

2.4.5 Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at

State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years**Response:** 1.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years****Response:** 17.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	15	22	20	21

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

2.5.2 Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**Response:** 3.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
49	33	39	48	59

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

2019-20	2018-19	2017-18	2016-17	2015-16
2131	1878	1553	1177	1275

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

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

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

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

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

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

Response:

Examination procedures

The academy has developed software enabled question paper generation process half an hour before the commencement of Examination. The software is designed in such a way that it would generate a question paper from a blueprint prepared based on the course content and expected course outcomes. The blueprint generation is the key process in the successful generation of the question paper and therefore it is carried out meticulously taking into consideration all aspects of the course outcomes. The entire process of generation of question paper is carried out in the office of the Chief Superintendent of Examinations located in the close vicinity of the Examination halls to ensure direct transfer of question papers to the chief superintendent of Examinations at the place of examination itself. The theory paper valuation is made objective by double evaluation for Under Graduate Medical and Allied Health & Basic Sciences. If the difference between 1st and 2nd valuation exceeds 15% and more the paper shall be subjected to a third valuation. There is a multiple valuations for the Post Graduate medical programmes.

IT integration

The examination section has standalone software UNIVERSITY AUTOMATION SUITE (Takshila). This software is maintained exclusively by the examination section which is under the supervision of Controller of Examinations. The examination procedures are automated including online support system. The Departments can enter internal assessment marks and attendance online directly. Based on the criteria fixed the eligible students can fill the examination application forms online or through mobile and download the admission/hall tickets cards. The examiners can enter the practical/clinical examination marks online at the end of each day of examination.(Username /password?) The results are uploaded on the website and the students can download the results.

Continuous Internal Assessment system;

Internal assessments are conducted at the department level for each of courses regularly. Three internal assessments are conducted for programs/courses which follow annual mode and the average of best two tests are considered for the arriving at the final internal marks. For the programs/course under

semester/CBCS two internal examinations are conducted the average of both the examinations are taken for calculating the internal assessment scores. Students are also assessed based on Objective Structured Practical Examinations (OSPE) and Objective Structured Clinical Examinations (OSCE). However, these are practiced as optional components of formative assessment for undergraduate medical students. OSPE/OSCE stations have been created for holistic assessment of concepts comprehension acquired by the students. Post Graduate departments are conducting Work place-based assessment for formative assessment to ensure acquisitions of relevant skills and competencies. Through the Learning Management System of the Academy the students are given opportunity for self-assessment.

Competency-based assessment

The theory and practical examinations are based on the course outcomes of the various programmes the practical exams will be based on the expected skills. The Competency-based assessment is implemented for the graduate medical program (MBBS) from the academic year 2019-20.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	View Document

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

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

Response: Any three of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

Each program offered by the institute has competencies/learning outcomes/Specific learning objectives defined in the respective curriculum and are being revised in line with the regulatory body directives and also on the basis of feedback inputs from the stakeholders. Further, the courses offered in each of the program have stated learning outcomes aimed to attain requisite graduate attributes enabling them to possess specific knowledge and skills, exhibit professionalism and entrepreneurship.

The assessments include continuous, formative and summative assessments as specified by the regulatory authorities and also as per the regulations of the Academy for each of the program. Summative assessment includes written, viva – voce and practical / clinical examinations aligned with the outcomes of the course.

Continuous assessments include assignments, projects, periodic assessment tests, internal assessments, log book entries, record books etc. Inclusion of professionalism as a competency in the program and required assessment of professionalism is achieved through checklists.

The postgraduate programs have introduced innovative methods of workplace based assessments like mini CEX (Clinical Examination) , DOPS (Direct Observation of Procedural skills) and multi source feedback for formative assessments. Objective structured practical/clinical examinations have been implemented to assess psychomotor skills. OSPE/OSCE banks are being validated for reliability in the departments before being used in summative examinations. A dedicated OSPE/OSCE facility has been created to conduct this evaluation process.

Skill lab and clinical simulations facility are being reorganized to achieve the dual goals of conduct assessments in addition to training. Choice based Credit system has been adopted for all the undergraduate programs under the faculty of allied health and basic sciences. The National Medical council (NMC) has revised the traditional curriculum to competency based medical education with addition of competences on attitude, ethics, values, humanities and communication. This has been implemented by the Academy for the graduate (MBBS) program and for postgraduate programs from the academic year 2019-20.

Evaluation reforms are incorporated by the academy to match the inclusion of newer competencies and learning outcomes including Assessment methods using standardized subjects and skill labs for clinical examination. Essays are structured and include case based questions test higher cognitive domains. Case presentations and discussions are conducted both in formative and summative assessments to test abilities of communication, reasoning and analysis. Dissertation work by post graduate students and mandatory requirement of paper presentation& publication evaluates the research skills The Academy has automated question paper generation and the software is designed in such a way that it would generate a question paper from a blueprint prepared based on the course content and expected course outcomes.

File Description	Document
Any additional information	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

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

Response: 80.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
308	233	240	245	281

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

2019-20	2018-19	2017-18	2016-17	2015-16
384	326	295	296	342

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.9

File Description	Document
Institutional data in prescribed format	View Document



Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research, in order to promote and support research has established a directorate of research and innovation. It is the nodal center for all activities related to research, innovation, collaborations, and consultancy and extension services. It is headed by a Director (Research and Innovation) who is also the member secretary of the committees constituted for augmenting research in the academy. All the departments under the faculty of Medicine and the faculty of Allied health and basic sciences are actively involved in research.

Institute has a structured and well framed research policy which is in place since inception. The research policy with add-on features has been re-notified and amended in the 57th BoM meeting dated 6th March 2020.

Assigned budget for research

Institution allocates a budgetary allocation of 2.5 - 3 % of the total revenue for various activities and infrastructure which are required for research and publications

Method of Utilization

- Faculty are supported for research by providing intramural grants in aid for research
- Faculty are incentivized for publications as per the publication policy
- Need based JRF and infrastructure is also created

Methods for implementation and monitoring:

Implementation and Monitoring of the research activities are monitored by the committees notified:

1. Institutional Research Committee
2. University Research Committee
3. University Research Advisory Board
4. Central Ethics Committee
5. Publication Board
6. Research Core Committee

The research thrust areas of the Academy have been identified with goals and objectives.

All faculty members are mandated to engage in research with proven output

Strategic plan for research promotion

- Recognition of the departments by national and international agencies
- Strategic plan to enhance quality and quantity of publications which are mandated to all the faculty and published in faculty annual performance appraisal form
- Encourage full-time Ph. D enrolments
- Promote international and national collaborations for multi-disciplinary, translational research and clinical trials
- Get recognised by various governmental and private funding agencies
- Create collaborative environment between industry and institution through joint research projects and consultation assignments

Additional information

- In-house funded research projects are scrutinized by 3 tier before submitting to Central Ethics Committee and financial approval
- The Academy through the research and innovation division conducts workshops on research methodology, Intellectual Property Rights, Good Clinical Practice, Good Laboratory Practice, writing manuscript for publication, writing Research project proposal.
- Collaborative Research is encouraged both in-house and also with external institutions
- Research output is one of parameters for Career Advancement and promotion
- Subsidized charges are levied for utilizing facility/ test in-house for PG dissertations/ Ph.D. thesis and fellowship programs
- JRF's are encouraged to join Ph. D program
- Financial support is provided to students for research
- Faculty are supported for conduct and participate in conferences/ workshops/ CME's at national or international levels
- Study leave/ sabbatical leave is sanctioned to get trained in facilities at external institutions

A policy document approved by the Board of Management depicting guidelines for research and related activities in the Academy has been notified and uploaded on the website of the Academy.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Document on Research promotion policy	View Document

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

Response: 19.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	27	28	13	13

File Description	Document
Minutes of meetings of the relevant bodies of the University	View Document
List of teachers receiving seed money and details of seed money received	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	View Document
Any additional information	View Document

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

Response: 0.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	00	00	00

File Description	Document
List of teachers and their national/international fellowship details	View Document
Certified e-copies of the award / recognition letters of the teachers	View Document

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	04	6	0	0

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

3.1.5 University has the following facilities

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

Response: Any two of the above

File Description	Document
List of facilities available in the university and their year of establishment	View Document
Institutional data in prescribed format	View Document
Videos and geo-tagged photographs	View Document

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

Response: 11.11

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

agencies

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	1	1

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	28	27	26	25

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Details of the departments offering academic programmes certified by the head of the Institution /University	View Document

3.2 Resource Mobilization for Research

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

Response: 64

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	31	0	33

File Description	Document
Institutional data in prescribed format	View Document
e-copies of grants awarded for clinical trials	View Document

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years**Response:** 29

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	23	1	2	0

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by government agencies	View Document
Any additional information	View Document

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.**Response:** 0:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	6	8	17	2

File Description	Document
Supporting document/s from Funding Agencies	View Document
Institutional data in prescribed format	View Document
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	View Document
Link for the funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

Education is meaningful only if it empowers the student to gain employment opportunities and the society gains from the knowledge, competencies and skills of the new workforce. Sri Devaraj Urs Academy of Higher Education and Research envisioning these requirements aims to support its students, faculty and entrepreneurs. In this direction the Academy has established an incubation center in the name and style of R. L. J. Health Science Incubator. The purpose of this center is to provide infrastructure resources for experimenting on their innovative ideas and ultimately reaching a stage of establishing independent companies that of societal benefits. Through the incubation center of the Academy, entrepreneurs gain access to our technological platforms, skilled students, and faculty mentors. The involvement of the industry in the academic environment increases the employability of the students and enables knowledge transfer. The establishment of new companies leads to job creation and the economic growth of the country. This will result in a longer queue of job providers than job seekers. Through this center, the Academy endeavors to become a participant in the 'Make in India' initiative of the Government of India.

The objectives of the incubation center are:

1. To create an ecosystem for establishing start-up companies
2. To motivate our students to become entrepreneurs
3. To extend the resources of Academy to entrepreneurs
4. To mentor entrepreneurs to convert their idea into a viable business

The Academy has formulated and notified a policy to govern the use and operation of R. L. J. Health Science Incubator. The incubator provides each start-up/incubatee with an exclusive office space. The start-up/incubatee is eligible to use the auditorium, university library, central research laboratory, and media lab on a chargeable basis. The incubator also provides each start-up/incubatee with mentorship on aspects such as technology, corporate law, finance, and entrepreneurship. The mentor/adviser/consultant is from the faculty of the Academy and also external experts. Currently, the Academy has been providing incubation facilities for few of the incubatees and the main focus is on development of them.

File Description	Document
Any additional information	View Document
Geo-tag the facilities and innovations made	View Document

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has conducted good number of capacity – building workshops and seminars to provide required knowledge and skills for faculty members and students to enhance the quality standards in research and consequent desired outcome. Accordingly to instill the requisite skills and competencies SDUAHER focused on conducting programs in the areas of Intellectual Property Rights (IPR), Research methodology; Good Clinical/ Laboratory as per accrediting body guidelines besides in Research grant writing.

SDUAHER's intellectual property rights (IPR) policy is aimed at successful collaboration between the Academy and industry partners in order to legitimately acquire the intellectual property. The institution has Research Policy and IPR policy which provide researchers an environment which is conducive for innovative thinking and promotes research. The institution has conducted various Research Methodology, IPR, Good Clinical Practice, Good Laboratory Practice and Research Grant Writing workshops the reports of which have been enclosed.

The institution has conducted various state & national level CMEs, Research Seminars, symposiums, conferences. In these as best practice researchers and health professionals who are alumni of this institution are invited to share their experience with students and faculty.

Implementation of Research & Innovation:

1. Value Added Course on Research Methodology

The institution conducts Value Added Course on Research Methodology and community research for Undergraduate students to facilitate experiential learning and to nurture the research interest.

2. Research Methodology Workshop

The Department of Research & Innovation organizes Research Methodology Workshop each year to emphasize and train young professionals (faculty in the cadre of senior resident and assistant Professor) to design and implement research projects. The institution provides seed money for the same. Research Methodology (workshops are conducted as per the Academy calendar of events.

3. Memoranda of Understandings and Collaborations

The Academy has established interactions with the Industry, Government advanced Healthcare centers as well as private organizations for research and innovation purpose which has resulted in signing of seventeen (17) MoUs. The list organizations with whom the Academy has active functional MoUs is detailed under quantitative metric under 3.7.

4. Extramural projects by students

To foster the innovation mindset among graduate students the institution encourages them to apply for ICMR-STs. From 2015-2019 53 students have completed the STS projects and received the certificates from ICMR. For those students who did not receive the ICMR-STs support, the Academy has devised policy to support the student research. .

Good Clinical Practice and Good Laboratory Practice is the conduit for accreditation of the hospital and laboratory respectively. This is reflected in the entry level accreditation for the teaching hospital and NABL accreditation obtained for the laboratory services.

File Description	Document
Link for list of workshops/seminars on the above during the last 5 years	View Document
Link of the reports of the events	View Document

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	0

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	View Document
Institutional data in prescribed format	View Document
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	View Document

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

Response: 1

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

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

File Description	Document
Registration letter	View Document
Institutional data in prescribed format	View Document
Contact details of the promoters	View Document
Certified e- sanction order for the start-ups on campus	View Document

3.4 Research Publications and Awards

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

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

Response: All of the above

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

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

- 2. Salary increment**
- 3. Recognition by Institutional website notification**
- 4. Commendation certificate with cash award**

Response: B. Any 3 of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
Policy on Career advancement for the awardees	View Document
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	View Document
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document
Incentive details (link to the appropriate details on the Institutional website)	View Document

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

Response: 4

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

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

File Description	Document
List of patents/Copyrights and the year they were published/awarded	View Document
Institutional data in prescribed format	View Document
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	View Document

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

Response: 0.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
55	54	58	56	58

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

2019-20	2018-19	2017-18	2016-17	2015-16
78	72	70	74	70

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

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

Response: 2.53

File Description	Document
Names of the indexing databases	View Document
Institutional Data in prescribed format	View Document
Any other relevant information	View Document

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

Response: 0.04

File Description	Document
Names of the indexing databases	View Document
Institutional data in prescribed format	View Document

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

Response: 0

File Description	Document
List of names of publishers : National/ International	View Document
Institutional data in prescribed format	View Document

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

Response: 1.85

File Description	Document
List of the publications during the last five years	View Document
Institutional data in prescribed format	View Document

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

Response: 6.5

File Description	Document
Institutional data in prescribed format	View Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

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

Response:

The faculty and students of SDUAHER are engaged in basic and clinical research. These research activities

are under the supervision of Research and innovation (R & I) division of the Academy. Necessary support in terms of proposal scrutiny and ethics clearance and funding are executed through R & I. The research activities lead to development of Intellectual Property (IP) in the form of patents, copyrights, designs, instruments, devices, technological expertise, diagnostic kits etc., which might have commercial potential either with or without registration under the Patents Act/Copyright Act. Intellectual property could result from research supported by SDUAHER or government funding agencies or from research supported by industries/non-government organizations. Funded research might enforce contractual commitments on SDUAHER with respect to ownership/licensing of intellectual property, which has to be abiding upon clearly at the time the contracts are signed.

The Academy has formulated a policy to promote the creation of intellectual property and engagement of faculty in consultancy projects. According to the policy all intellectual property developed using internal resources belong to the Academy. However, in the event of commercialization of the intellectual property, the revenue so generated is shared by the inventor and the Academy in the ratio 60:40. The cost of filing patent is completely borne by the Academy. The efforts and ingenuity of the faculty in conceptualizing innovative ideas is encouraged in the form of cash incentive for patent awarded. In order to support the creation of intellectual property, faculty members are trained in the concept and the procedure for filing patents. This topic is covered during the annual research methodology workshop conducted for faculty members.

This is a regular annual event conducted over 2 days period during which various aspects of research like study design, research ethics, publication ethics, grant writing and IPR are addressed in detail. In addition to the regular annual programme, special workshops on intellectual property are also conducted. The cost of organizing these workshops is completely borne by the Academy.

The Academy has a policy for supporting workshops, seminars and conferences on the campus. A sum of Rs. 10,000/- per event is available towards the conduct of programmes at local/internal level. The policies and capacity building programmes of the Academy has resulted in a portfolio of 4 patent applications. The Academy has also established an incubator in order to facilitate the faculty to spin off their invention into a start-up company.

The Academy encourages the faculty to utilize internal resources for offering consultancy services. The Academy has capacity for offering consultancy services in skill development (molecular research), clinical trials, and employee health management. The availability of these services is advertised on the Academy website. This has resulted in two industry sponsored clinical trials which has generated revenue of Rs. 62.30 lakhs.

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

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

Response: 36

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

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

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

3.6 Extension Activities

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

Response: 1102

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

2019-20	2018-19	2017-18	2016-17	2015-16
116	204	222	250	310

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

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

Response: 41.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
520	535	522	525	538

File Description	Document
Reports of the events organized	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Institution in its continuous stride and for community health services conducts camps to meet the health care of the society. To fulfill this Institution conducts camps mainly concentrating the rural population. Consultants of various specialties treat the patients who attend the camps and those cases which require further management as in-patient and those who need closed observation shall be referred to RL Jalappa Hospital and Research Centre attached to the institution. The camps conducted are appreciated by the local population for which recognition letters are conferred.

The students and faculty as extension activities have got involved themselves in the conduct of add-on programs for example yoga for youth. Yoga for youth program is targeted towards the students and at-risk population who need alternate therapy or add-on therapy. The department of integrative medicine has conducted yoga orientation program for police personnel and prisoners for which appreciation letters have been conferred by the competent authority.

The NSS wing of the institution has conducted BR Ambedkar Jayanthi and shared with the students the contribution of the great leader in framing the constitution of India.

Department of Dermatology had participated in the 'Vitiligo Ratha' an awareness program which started from Mangalore and travelled across Karnataka to create awareness among the population on the vitiligo, in which the myths and beliefs were conveyed to the society.

Department of Community Medicine with the Departments of Pediatrics and OBG conducts every year the ORS Awareness Program in the hospital premises to educate the management of conditions which involve dehydration. Department was also involved in the conduct of health camp at Mulbagal a remote area in the border of Karnataka and Andhra Pradesh to commemorate the "Teachers Day"

Institution support the Society and nation by getting themselves involved in supporting the needy population vis-a-vis mentally challenged inmates of 'Antharaganga Mentally Challenged Children's Residential School'. In addition, institution has contributed for natural calamities by financially assisting the nation.

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

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

Response:

SDUAHER is the premier medical and allied health education institution in Kolar district, Karnataka. It provides opportunities for the students, the teaching faculty and the supporting staff to instill in them societal responsibility by encouraging their participation in extension/outreach activities in villages and marginalized section of the community. The institution through co-curricular activities has been ensuring that the students cultivate the personality traits of a good doctor and develop healthy social values. Apart from providing educational facilities and employment opportunities, this institution caters to healthcare needs of the people of this backward district through its well-equipped hospital at highly subsidized and affordable charges. Facilities available in the hospital are superlative and many patients get free treatment.

Subsidised healthcare:

Free health care is given to poor and needy patients at R L Jalappa Hospital and Research Center attached to SDUAHER.

Free meals:

All the patients admitted to R L Jalappa Hospital and Research Center attached to SDUAHER are given free meals three times a day as per the health care needs

Contribution to relief operations:

The Academy has contributed liberally to several relief funds linked to natural calamity relief operations and for the nation during crisis.

Contribution towards environmental conservation:

The Academy has contributed liberally towards desilting and rejuvenation of local water bodies.

Contribution towards rehabilitation of specially-abled children:

The Academy has contributed for the construction of building of a school that works for the rehabilitation of mentally challenged children and old age in the local community.

Community Healthcare Services and awareness

Free health camps and community outreach programmes are organized by the Academy in which the department of Community Medicine plays a vital role along with other departments. The students, Interns , post graduate students and faculty members are involved in the conduct of these camps coupled with the observation of World Health Day, World AIDS day, World Cancer day, World TB day, World No Tobacco day, Malaria week to create awareness.

Community based Reproductive health services

The postgraduates and interns of the department of Obstetrics and Gynecology are posted in Devarayasamudra PHC to provide 24 x 7 maternal and child health care services. Gynecological disease and cervical cancer screening and prevention awareness are also carried out. The doctors also provide antenatal, perinatal and postnatal care and advice.

Community ophthalmology

The Department of Ophthalmology conducts eye camps regularly and provides preventive, curative and rehabilitative eye care to the needy. The primary level eye care is provided to the community through eye camps for screening. The secondary and tertiary level eye care is provided in the RLJH & RC hospital through free cataract eye surgery and treatment of eye disorders.

Promotion of Environmental awareness

Institution has adopted many endeavors for sustainable environment. The students and staff are engaged in educating rural people by observing World Environmental Day and Swachh Bharat Abhiyan. The Academy has provided financial support for desilting of the water reservoir in Kolar town.

File Description	Document
Any additional information	View Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	View Document

3.7 Collaboration

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

Response: 1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	2	0	1

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document
Link with collaborating Institutional website	View Document

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

Response: 14

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

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the functional MoUs with Indicating the start date and completion date	View Document
e-copies of linkage-related Documents	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) located on 72 acres 30 guntas (294399sqm) of land. The constituent units are Sri Devaraj Urs Medical College, R.L.Jalappa Hospital and Allied Health Science Departments.

Classrooms / ICT Enabled:

The Academy has provided six dedicated gallery type lecture classes with floor area as per the stipulations of statutory bodies and all of them are equipped with e-podiums, LED projectors, screens, audio systems and internet connectivity. These gallery type ICT enabled lecture classes meet the requirements for the undergraduate teaching processes. These class rooms are also used for conducting webinars and video conferencing.

Seminar Halls:

The Academy has 68 seminar/demonstration halls catering to needs of clinical case demonstrations and small group teaching learning activities of the Medical College and departments under the faculty of Allied Health and Basic Sciences. All the seminar/demonstration halls are equipped with LAN, internet connections. Majority of them are provided with audio visual aids.

All the Clinical departments are provided with well-equipped Out Patient Departments (OPD) including the patient examination cubicles and dedicated clinical demonstration rooms (9) which can accommodate around 40 students. Bedside teaching takes place at all the in-patient wards, of the respective departments and each ward provided with exclusive clinical demonstration and treatment room.

All the major operation theaters (OT) are aided with audio video data relay system which is connected to four (4) audio-visual halls for live streaming and interactive learning. These arrangements ensure that all the undergraduate students are able to watch and learn the surgical procedures and the crowding in the operation theaters are avoided.

Postgraduate students apart from the routine learning resources available in OPD, OT, wards, seminar rooms, get additional exposure and experiential learning opportunities in critical management in well-equipped Medical Intensive Care Unit (MICU), Surgical Intensive Care Unit (SICU), Pediatric Intensive Care Unit (PICU), Neonatal Intensive Care unit (NICU), Intensive Care Unit (ICU) and Emergency Medicine. Postgraduate students are also posted on rotational basis to super specialty departments namely Nephrology, Cardiology, Neonatology, Urology, Neurosurgery, Pediatric Surgery, and Plastic Surgery.

Learning in the Community:

Students are given training for community orientation through field visits, household health surveys. They are also exposed to functioning of Public Health Department, NGOs, PHCs, CHCs, District Hospitals and Rehabilitation Centers. Department of Community Medicine organizes all the field visits training at the community level. Students are also involved in various health camps conducted in Kolar and Chikkaballapur districts.

Rural Health Training Centre (RHTC):

RHTC in Devarayasamudra caters to the rural postings of interns. They are posted for three weeks and are provided accommodation close to the centre. These interns thus will be able to provide outpatient services round the clock under the guidance of Medical Officer. Specialty clinics are conducted on a weekly basis. The center is provided with ICT enabled seminar room, Mobile health unit to visit neighboring villages for conduct of clinics in the remote areas. House surgeons/interns also visit Anganavadis, Schools, Colleges, NGOs and sub centers and conduct periodic medical examination of the children.

Urban Health Training Centre:

This facility is situated in Kolar town and it provides various specialty services on all working days. It is equipped with diagnostic laboratory, X-ray, Ultrasound and Pharmacy. There is provision for comprehensive diabetic care. Interns and postgraduate students are posted along with specialist doctors and they collectively involve in the conduct of outreach clinics at slum areas, rehabilitations clinic and Tele - rehabilitation services for differentially abled children once in a week. There is also an ICT enabled seminar room for interactive learning.

AYUSH Related Learning activity:

The Academy has established a department of Integrative Medicine provides integrated healthcare services in the areas of yoga therapy, Ayurveda for lifestyle diseases. The department is conducting a Master and Ph.D. program in yoga and has facilities for Teaching, Learning, Research and Clinical activities. The facilities include AYUSH OPD, Yoga therapy hall (facilitates students to learn the yoga therapy skills), Yoga hall (facilitate to self-practice yoga by students and faculty) and 1 class room.

Laboratories:

There are twenty four (24) laboratories in various departments for the conduct of practical classes, Experiments, Research Projects, Demonstrations and Research activities for students and faculty members. Majority of the laboratories are provided with modular work spaces with necessary equipment. There are twenty (20) thin clients' computer systems in the digital laboratory. Department of physiology also has well equipped, fully functional electrophysiology and pulmonary function laboratories

Nutrition Lab:

The department of nutrition and dietetics has well equipped food processing and food chemistry laboratories to conduct practical experiments and research.

Speech Pathology and Audiology:

It has state of the art infrastructure and equipment for the evaluation and

management of communication disorders. The department has two (2) sound proof chambers as per the Rehabilitation Council of India norms equipped with 2 channel diagnostic audiometers, facility to carryout Brain stem Evoked Response Audiometry, Oto - acoustic Emissions, Middle ear analyzer, Voice analysis software.

Dissection hall:

The dissection hall in the department of Anatomy has ten (10) LED displays to explain the dissection procedure prior to cadaveric dissection and also to show the atlas pictures of the dissected parts.

Skill Lab and Museums:

The skills and simulation center lab, with 475 sq.mt area with necessary models, mannequins are available to improve skills through repetitive practice sessions. Skill labs are used to enhance clinical, motor and communication skills as well as team work. Skills labs have examination rooms to examine simulated patients and are equipped with video recording and review. The trainers / mannequins are provided to achieve the skills outlined in the graduate and post graduate curricular requirements.

All the departments have maintained museums for self-learning modality and the specimens are provided with appropriate legends and descriptive catalogs.

University Centre for Health Professions Education (UCHPE)/ UDOME: (138.92sqmt) A Centre of Excellence that offers faculty development programs to nurture the medical educators and empower them with the latest skills in medical education technology.

Physiotherapy: We have well equipped physiotherapy department (1165.25 sqmt), 4 lecture halls, 1 seminar hall and 2 labs (Electrotherapy and Exercise and Therapeutic Labs).

File Description	Document
Any additional information	View Document
Links for Geotagged photographs of the facilities	View Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has created excellent infrastructural facilities to conduct sports, games and cultural activities among students and faculty.

The Academy has state-of art auditoriums

- Open air auditorium having seating capacity of 1600, total area of 3710 sqm and built in 1991
- PG auditorium having seating capacity of 300, total area of 570sqm and built in 2004
- Silver Jubilee auditorium having seating capacity of 1100, total area of 1825 sqm and built in 2013

These auditoriums serve as a platform to conduct extracurricular activities such as drama, dance, skits, music, exhibitions, cultural festivals and competitions.

The above facilities provides ample opportunities for the students to take part in inter college and intra college fests. The cultural committee of the university provides environment for practicing and performing various cultural events. It regularly conduct Parva, intra-college fest and Plexus inter-college fest to provide opportunity for the students to exhibit their talent in art, dance, music, literature activities. Such students will be identified and facilitate their participation at state and national level.

Yoga:

Multipurpose Yoga Therapy centre in R L Jalappa teaching hospital hall with Audio visual facility for Practices of Yogasana, Pranayama, Mediation. Yoga hall (facilitate to self-practice yoga by students and faculty).

Sports, Games and Gymnasium:

- The university provides excellent opportunities for the students and staff of the Academy to take part in all indoor and outdoor sports activity as it provides amazing benefits in terms of health and mental development and enhance their academic performance
- The office of the physical education department includes convener, co-convener, physical education director with respective coaches and others who function as a cohesive force to enhance the sport activity in the campus
- We have facilities for outdoor games like playing and practicing various games like volleyball (court measuring – 1380sqm), Football/Cricket/athletics (measuring – 9890 sqm), basketball (court measuring – 1340 sqm), lawn tennis (court measuring – 1840 sqm) and kabaddi (court measuring – 1780 sqm) and year of established 1986.
- We have sports complex housing exclusive place for GYM center and Indoor game activities and measuring 695 sqm. and established in 1986 upgraded 2018-19.
- We have well equipped gym which has cardiac station, treadmill, starch machine, weightlifting support which is renewed 2013.

We have exclusive space for staff recreation in the form of Doctor`s Club consisting of home theater, playing area for both outdoor and indoor games. This are is also used for family functions and social gathering.

File Description	Document
Any additional information	View Document
Links for Available sports and cultural facilities : geotagging	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Hostels:

The institution provides accommodation facilities for the students with the concept of HOME AWAY FROM HOME. We have 6 hostels for men (800 inmates) and 5 for women (784 inmates), having an area of 36000 sqmt, which has facilities for Kitchen, Dining, RO-UV filtered drinking water & modernized cooking equipment. (minimal human touch).

- All hostels are provided free WiFi facilities and exclusive 24X7 reading rooms with browsing centre and recreation hall.
- Visitors lounge

Medical facilities:

- The students have free access to medical facilities in the Hospital and Annual health free check-ups.
- Academy Provides group health insurance to all the students both Medical & AH&BS (1559) through TATA AIG Group Insurance scheme.

The University has estate office:

- The estate division has been executing all maintenance activities in the campus.
- All the signage's and topographical maps of the University are available.
- CCTV cameras are fixed at all sensitive places.
- Street lights with underground wiring provides a good ambience.
- Waste management is outsourced to Chowdeshwari manpower enterprises
- Swachchh Bharat activity is being conducted on dedicated days in respective departments.
- As part of hospital safety measure we have provided smoke detectors, fire extinguishers & hydrants.
- Our campus boasts Plastic and Tobacco free.
- Bio-medical engineering department maintains the electric/electronic equipment and other gadgets.
- Teaching staff is allotted separate space for two-wheeler and four-wheeler in the campus.
- CCTVs have provided added security and assist in administration.
- Laboratories are designed with the safety features imbibed in the infrastructure and create an excellent ambience
- The university has full-fledged Maintenance Department.
- The campus also has facilities like Bank (Kotak Mahindra) with ATM
- We have two canteens (340sqmt, 341sqmt) each catering to students and staff, patients and visitors, respectively. They are permitted by food safety standards authority of India, run under the

supervision of community medicine and Nutrition departments, provides hygienic food.

Toilets:

All buildings in the campus have been provided with toilets (1192) with separate facilities for men and women. Facilities are also available for physically challenged persons.

Campus is specially abled friendly in the form of ramps, railings and lifts.

Roads & Other facility:

- The campus roads are broad and signage's, street lights and speed breakers are provided making the roads safe for the commuters and making it pedestrian friendly.
- Pictorial depictions Sign boards & road maps are depicted
- Topography map of the campus is placed at the entrance of the campus
- We have a green campus & eco friendly
- Solar energy for heating water at hospital & hostels is being used
- There are two water treatment plants in campus one sewerage treatment plant & Effluent treatment plant
- There are thirty RO plants of different capacity at hostels, college & Hospital.
- Co-operative store for students.
- Parking zones for four wheelers and two wheelers

Greenery:

Campus area is 72.75 Acres (2,94,399.00 sqm) which has 5867 plants and trees including 3655 teakwood trees, 493 fruit yielding trees, floral gardens, lawns & herbal garden contains medicinal plants. The road with in the campus has avenue trees all along.

File Description	Document
Any additional information	View Document
Link for Photographs/ Geo-tagging of Campus facilities	View Document

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

Response: 24.94

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

2019-20	2018-19	2017-18	2016-17	2015-16
2485.14	2773.71	2309.28	1567.99	953.27

File Description	Document
Institutional data in prescribed format	View Document
Details of budget allocation excluding salary during the last five years	View Document
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	View Document
Any additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Sri R L Jalappa Hospital and Research Center major clinical teaching and learning activity for undergraduate and postgraduate medical and AHS students.

We have well organised clinical teaching learning process which gives effective hands on training to students. The clinical learning takes place mainly at three levels –OPDs, Bedside clinics and at community.

It has 1204 beds including ICU (36) ICCU (13), PICU (14), NICU(27) and Hospital has 17 major and 01 minor Operation theatres.

At the bedside level:

There are dedicated clinical demonstration rooms attached to each ward. The display of clinical cases, clinical rounds discussion, the demonstration of operative and invasive procedures, case presentations are done in this facility.

Intensive Care Unit (ICU):

We have state of art ICU facility having an area of 900 sqm accommodating 36 beds with advanced equipments serving critically ill, ICU includes 3 Isolation cubicles with negative pressure maintained with separate air handling unit to manage infectious patients requiring isolation. Four beds in the ICU are provided with Haemodialysis facilities to address Renal Replacement Therapy. Central monitoring facility along with Nurse Call system is present for each ICU bed. There is facility for both Invasive and Non invasive ventilation. Monitoring system includes Intra arterial BP and CVP aided by ultrasonography. Initial assessment of patient is done using Point of care ultrasonography. Each ICU bed is equipped with hanging pendant with electrical sockets, central Oxygen and Suction facility. Each cot is equipped with automated 5 function facility including CPR position. There is facility to segregate Biomedical Medical

Waste and a Sluice room for wet waste. To address patient counselling there is Audio Visual facility in the counselling room.

Medical ICU -To cater to high dependency patients state of art facilities consisting of 30 beds, 14 cardiac monitors, 4 Bipaps & 4 syringe pumps

Pediatrics ICU-comprehensive health care for sick children consisting of 10 beds, 2 ventilators, 5 CPAPs , 5 HFNCs & 2 cardiac monitors

Neonatal ICU-comprehensive health care for neonates consist of 10 beds,2 ventilators, 3 cardiac monitors, 10 syringe pumps

Sick NICU- catering needs of sick neonates consisting of 17 beds, 2 ventilators & 24 pulse oximeters

Operation Theatres:

Hospital has 17 major modular OTs with state of art facilities and as per the regulations of Apex body and 1 minor OT. Each major OT has 2 hanging pendants one for Anaesthesia machine and one for surgeon with ports for central oxygen, Nitrous oxide, suction and adequate electrical connection. Anaesthesia machine is equipped with Anaesthesia Gas Scavenging system in all the OTs. Each OT has Anaesthesia work station with multi para monitoring facility. Each OT has 2 domes of lights, each with 1.6 lakh lux illumination. Each OT has Audio video data relay system which is connected to AV halls for UG teaching. Air conditioning is Laminar flow with separate air handling unit for each OT with HEPA filters. All OTs are surrounded by dirty corridor for movement of biomedical wastes. 14 bedded Pre-operative room and 15 bedded post-operative room.

Educational videos demonstrating routine procedures are also demonstrated to the students for effective communication and better understanding.

Cancer screening done at regular intervals at community levels especially for cervical cancer, oral cancers by conducting regular camps at remote places.

Department of Bio ethics helps in developing communication skills of undergraduates, postgraduates and faculty.

LABS:

Central Diagnostic Laboratory Services (CDLS) (8000sqmt) fully equipped and air-conditioned.

List of Major Equipment's in each Department:

Pathology: Hematology Analyzer- Sysmex XN, Coagulation analyzer- ERBA, LEICA Microtome LEICA Tissue Processor, Cryostat, Cyto-centrifuge

Microbiology: Bact-Alert 3d, Lyophilizer, ELISA SYSTEMS, -20C Deep freezer, Biosafety cabinet - 2A, Electro Chemiluminescence- Vitros Eci,

Molecular Virology & Cell Biology and Molecular Genetics, Real time PCR Machine with relevant

detection channels, Refrigerated Microcentrifuge, -80o C (with free space for sample storage), -20o C Deep Freezer

Biochemistry: Dry Chemistry analyzer- Vitros 5.1 FS, Dry Chemistry analyzer- Vitros Vitros 250, Electro Chemiluminiscence- Vitros Eci, Hb A1c HPLC analyzer- Bio Rad D10, IChroma II Analyser

We have state of art center for Cell biology and Molecular Genetics. Equipped with experimental facilities for research in the area of genomics, Molecular biology, cell biology, cytogenetics and phytochemistry. Specialised tests like Karyotyping, Fluorescence In situ Hybridization(FISH),etc Poison Detection Centre situated in the teaching hospital has the facility to detect Poisons / toxic components viz , Insecticides, Pesticides, Rodenticides and Substance abuse. This centre helps to treat acute poisoning patients.

With collaboration , department of physiology and neurosciences has Neurophysiology Lab subserving investigations like Electroencephalogram, Nerve conduction studies, etc.

Blood Bank:

Hospital has blood Bank services 24x7 providing blood components - Packed Cells, Platelets,(Single and random donor platelets) Fresh Frozen Plasma and Cryoprecipitate. Adequate blood storage facility to the tune of 850 units is available.

Mortuary:

Our hospital has a mortuary which is equipped with 2 autopsy tables, cold storage facility and vacuum aspirator. Department Provides embalming services to the general population.

Disaster management committee oversees the management of mass casualties, the hospital has a disaster management committee. Thirty two fire alarming detectors and fire hydrant systems is provided.

Measures undertaken by the institution ensures safety and security for the patients and staff

- 1.Close Circuit Television at identified locations
- 2.Fire safety with extinguishers are deployed in the entire hospital and provided with fire fighting systems and training pertaining to fire safety is imparted to all the staff.
- 3.Water safety-Water samples are periodically checked ensuring the portability and RO systems , Water softener plants are installed.
- 4.Hygiene safety-Waste management and biomedical waste management systems are in place as per the statutory norms.

Emergency Medicine Department manages all emergencies pertaining to all the clinical departments. Management of patients includes triaging, arterial blood gas analysis, Gastric lavage, Invasive and non-invasive Ventilation, Emergency surgeries.

We have dedicated Nephrology department having 35 haemodialysis units giving in 24X7 service.

The university has an Adverse Drug Reaction Monitoring Centre recognized by Indian Pharmacopeia Commission, under Pharmacovigilance program of India (PvPI).

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

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

Response:

Sri.R.L.Jalappa Hospital is a Tertiary Care Centre giving service to Kolar and surrounding districts and neighboring States. The hospital is equipped with state of the art diagnostic and therapeutic services and are giving efficient services to community. Outpatient services are available daily from 8.30 am to 4. 30 pm. Each OPD has separate cabins for faculty members & teaching rooms for clinical teaching-learning in basic & super-specialties. Highly qualified, committed and competent doctors deliver patient care at most affordable rates. Students posted in OPD get excellent exposure of patient management. There are Specialty OPDs run by each department which allow the students to get in depth in knowledge about each specialties. The super specialty services in Cardiology, Nephrology, Cardiovascular Thoracic Surgery, Urology, Paediatric Surgery, Neurosurgery, Plastic surgery, Interventional Pain Management provide training to students in higher skills.

There are 1204 beds for inpatient care as per requirement of Statutory Council. Average inpatient occupancy is 80 to 85 %. Clinical bed side teaching takes place in various wards in bed side teaching rooms attached to wards to inculcate clinical skills in students. Active participation of postgraduates in management of ward patients round the clock, not only improves their clinical skills but also helps in refining professionalism. The hospitals have well equipped surgical suites for minor and complex surgeries. Total Operation Theatres are 17. Average of about 2400 major & minor surgeries are being carried out in hospital every month with facility of live telecast. There are 200 beds in ICUs with 100% occupancy providing adequate learning for students in management of acutely ill patients. Post graduate students get hands on training in bed side procedures like central line insertion, endotracheal intubation, mechanical ventilation in these units. Average 4532 Pathology, Biochemistry and Microbiology investigations and 322 radiological investigations take place daily basis.

Dialysis units running service for maintenance & emergency dialysis. On an average 50 dialysis take place daily. Average daily student- patient ratio is 1:8 for OPD & 1:4 for IPD patients for various UG & PG (Medical Courses). The teaching hospital has consistently seen an increase in the numbers both in the category of inpatient and outpatient.

OPD & IPD statistics of last 5 years-

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

OP	406589	391091	396208	469928	503649
IP	293309	302653	254579	241299	317812

HIMS Software

The Digital diagnosis and imaging systems including PACS are implemented across the Hospital with secured remote access from outside Hospitals for an expert opinion if required . IT department maintains the PACS centrally at the data center with proper data security and backups. NTT software is implemented from the year 2020.

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

4.2.3 Availability of infrastructure for community based learning

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geo-tagged photographs of Health Centers	View Document
Documents of resident facility	View Document
Link for any additional information	View Document

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /institution E. GLP/GCLP accreditation.

Response: E. Any One of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

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

Response:

The library is automated using the Integrated Library Management System (ILMS)

Library Automation:

The University library is predominantly automated, using a licensed version of the Integrated Library Management System (ILMS). It is a comprehensive “Library Housekeeping Operations Software” that integrates all library operations in network mode.

We use Entire Automation System for Library (EASYLIB) web 6.2a cloud version, one of the most advanced automation systems has our library. It is cost-effective & secure & MARC-21 standards no limitation of data, Barcode, Email & SMS notices and it is deployed on cloud. The software is periodically upgraded as per the details furnished below.

Year	Name of the ILMS Software	Nature of Automation (full/Partial)	Version
2015-16	Easylib	PartialAutomation,web-centric application supporting all operations of housekeeping of the Library.	VB Version
2016-17	Easylib		5.0
2017-18	Easylib		5.0
2018-19	Easylib		6.2a Cloud Version
2019-20	Easylib		6.2a Cloud Version

Features of Easylib software:

?Users can search on the OPAC (Online Public Access Catalogue). They can search list of physical books, non-book material like CD, Video etc., journals, e-books, thesis and much information on library holdings. Our advanced search options provide AND/OR ability, exact search etc. They can reserve the books, renew them, see the list of items already borrowed, their due dates etc. They also get due reminders. All the subscribed Journals along with their volume and issue number are listed in software.

Accession/ Cataloging system: this system provides cataloging and complete physical collection of books such as Textbooks, Reference books stock details of all the books, reference books, gift books, SC/ST book and book bank, Journals Serials and CDs, Stock Verification etc.

Budget, Finance and Acquisition System: this system provides facilities related to budgeting and acquisition of books and non-book materials.

Serial Control (Periodicals): Management of various Subscriptions, tracking of the same and their reminders.

Display Boards (Kiosk): implemented in January 2019, uploaded multiple images to the Kiosk Software, about new arrivals, subscriptions, announcements, accomplishments etc.

Membership System: recording facility of all the members the Academy with their photograph and profile etc.

In & Out Management: Gate entry monitoring system is used for log in & out to library users at the entrance of the library. BARCODING technology is used for all the transactions of library functions/routines/operations. It gives extensive reports of the visitors, profile wise visit pattern etc.

Acquisitions: compile all the requisitions preparations an indent, sending indents to all the vendors, etc.

Reports. : Various customizable reports to get reports for criteria desired

Salient Features:

Ability to read and print barcodes, definition of Multi Level Subject Tree, Semi-Automatic Classification, **SMS & Email gateway** and customizable reports.

Nature and extent of automation: the library is semi-automated and using Easylib ILMS?

EASYLIB Modules:

- Acquisitions
- Barcode Management
- Catalogue and Accessioning
- Circulation
- Database Maintenance
- Digital Library
- Display Boards (Kiosk)
- Members
- OPAC
- OPAC Setup
- Own Publication
- Periodicals
- Registration Module
- Reports
- In Out Management

Year of commencement and completion of automation: Library is provided with EASYLIB software was installed in 2003 and complete automation.

File Description	Document
Any additional information	View Document
Link to Geotagged photos	View Document
Link for additional information	View Document

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

Response:

University Library has Total 26331 books, which includes Textbooks, reference volumes, ancient books, biography, special reports, autobiography, encyclopedia and other knowledge resources.

List of textbooks and reference volumes in the acquisition list of the library

Particulars	2019-20	2018-19	2017-18	2016-17	2015-16	From inception June 2015	Total Library as on June 2020
Text Books	133	443	865	602	171	8795	11009
Reference volumes	547	620	739	529	478	10682	14345
Ancient Books	2			1	6	10	19
Special Reports	17	10	17	21	18	648	731
Other Knowledge Resource	25	31	9	6	6	900	227
Total	724	1104	1630	1159	679	21035	26331

The number of books includes donated by students

Textbooks: the recent edition of textbooks of each subject being added periodically to each year and required multiple copies are facilitate by the library for student and staff to borrow them to home reading.

Reference Volume: University Library added 2913 copies of reference volumes during 1st July 2015 to 31st June 2020. For example “*American Academy of Ophthalmology*” 9 vols. set published in 2019, “*Chapman`s Comprehensive Orthopaedic Surgery*” 4 vols. Set published in 2019, “*Rooks`s Textbook of Dermatology*” 4 Vols. Set published in 2016 and “*Oxford Textbook of Medicine*” 4 Vols. Set published in 2020.

Ancient Books: Library has collection of ancient books in medicine like “*MYSTERY, MAGIC, AND*

MEDICINE: the rise of Medicine from Superstition to Medicine” published in 1933. “*Grays’s Anatomy*” the Classic first edition, published in 1858 & 1991. “*The story of medicine*” published in 1963 and “*Dictionary of Medical Biography*” 5 vols. Set published 2007.

Repository of literature related to Mahatma Gandhi: keeping in mind the Gandhian thoughts, library has 50 titles of rare collection of books. A few books titled (i) *India of my Dreams*; (ii) *My Non-violence*; (iii) *My Experiments with Truth an Autography*”; (iv) “*A True Story of Man his people and an empire*” these books can be access through OPAC. Library collected constituion of India and preserved for the use of readers.

List of ancient books/manuscripts etc., in the library

- Names of the publishers **Yes**
- Names of the authors **Yes**
- Number of copies **Yes**
- Year of publishing **Yes**

File Description	Document
Any additional information	View Document
Links for library acquisition data	View Document

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

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

Response: Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View Document
Details of e-resources with full-text access	View Document

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

Response: 90.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	109	87	153	5

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

4.3.5 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	View Document
Institutional data in prescribed format	View Document
Give links e-content repository used by the teachers / Students	View Document
Link for additional information	View Document

4.4 IT Infrastructure

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

Response: 86.46

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

ICT facilities	
Response: 83	
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution	
Response: 96	
File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The University provides and also updates IT facilities to help students and faculty to achieve academic excellence.

Salient features of the IT upgrades done in last five years are as follows:

- SDUAHER provides every year budgetary allocation for ICT facilities like software's and hardware's requirements for ICT learnings activities
- The students are provided with computer facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs, collaborative, administrative and financial evaluation activities.
- The computer facility has been provided to each Department/Unit with peripherals and are connected through LAN/Wi-Fi.
- The network is been protected and controlled by Cyberoam 1000ia Firewall, eventually upgraded with SOPHOS XG 450. The Data Center network is distributed to all the constituent units of SDUAHER connected with 1GHz Fiber Uplinks.
- Training programs are conducted for faculty and postgraduates to make them familiar with the operation of IBM-SPSS installed in SDUAHER Central Library. The program is organized regularly in coordination with the Department of Community Medicine.
- The computer system is connected in wired LAN and equipped with upgraded and sufficiently good processors (minimum configuration dual-core processors).
- The University is connected by two internet connectivity of which one Gbps leased line internet connectivity from BSNL through NMEICT project in the year 2010 & another 1Gbps Jio dedicated

internet connectivity added in the year 2020. Wi-Fi Facilities are provided in all the departments & all Student Hostels with free internet connectivity 24x7

- There are total no of 467 computers spread across the university campus and all are connected to internet facility. All the computers are installed with licensed Operating System (OS) and office tools. All computers and audio visual equipment are supported by UPS.
- The Digital Library provides 50 systems (with configuration Intel core i3 and 4GB RAM) to students and faculties to online resources and internet facilities and also conducts workshop/seminars on e-learning. Licensed software SPSS version 22 is available for research scholars in the digital library.
- 20 thin clients have been installed for the purpose of virtual lab of pharmacology and 8 thin clients have been installed in UG hostel for the purpose of browsing internet.
- All OTs are connected to the AV rooms.
- The website committee is responsible for the regular maintenance of the dynamic website of the Institute as well as its administration.

Validated electronic question bank along with model answers is available

- The same can be availed by the paper setters and moderators for online paper setting and moderation.
- The results of the examination and mark sheets can be seen by the students in the portal provided on the website.
- National Academic Depository Technology is used for digitalization of student academic mark sheets
- Research data processing and statistical work up is facilitated by trained medical statisticians and with the help of IBM SPSS software
- Library resources/ literature are shared digitally.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document

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

Response: ?1 GBPS

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

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

Response:

E-content development such as Media centre,

Objectives of media centre includes to prepare the video lecture bank for each course in each year, to make this content available to students. E-content is presented in various forms like, mp4 videos and PowerPoint presentation. These contents will be uploaded to learning management system in respective departments

Audio visual centre

The Audio-Visual Centre is based in University library building and is responsible for providing equipment and technical staff to support teaching in term-time

We provide audio/visual equipment delivery to classrooms, workshops, seminars, special events, and meetings. For information on requesting audio/visual equipment as well as troubleshooting,

We have advanced teaching technology using a device named AVAYA is incorporated to operation theatre v/s AV Halls which facilitate to view the live surgery along with two-way audio and video communications using advanced Avaya video capturing & mike system incorporated to the equipment which also facilitate to broadcast using internet which can be viewed at any location, usefull to view live workshop surgeries. it also facilitate to record entire session using extremal devices this will help to view offline activity and using as a study material

The moment the audio script is final, the final course is sent to the stakeholders for approval. The quality of the audio and the pronunciation are essential and have to be perfect. The audio developed has to be in sync with onscreen text and animations. Using a camcasia software for editing

Lecture capturing system is performed with licensed ZOOM application which facilitates cloud recording the same edited content updated to the Institutional LMS and making them available for students to review after the class

It is an important tool creating online resources for students. It can be integrated with the technology that already had in campus, like LMS and hardware options are built with existing AV equipment's

The system also provides professors to follow students regarding watching the recorded lectures and track how much they have seen. They can also hold students accountable by connecting video viewing percentage with their LMS grade book as a measure of class participation and engagement

LCS helps students to improve the retention of class materials, improve test scores.

Comprehensive Video-Based Learning Platform used, which is the creation of the Learning Management System version, is more mechanical and technical. The stakeholders have the responsibility of checking if the course is PDF/MP4/PPT compliant. Once it is compliant, it is ready to be hosted on the learning platform and go live. The technical team is in charge of doing that.

- Lecture capture is a dynamic way of recording the activities in a classroom, but due to bite-sized tutorials, memory requirement, etc., it is sometimes degraded.
- The lecture capture is a dynamic recording; hence, the problems of skips and shuttering are quite commonly seen. The cause, which can be behind this, is wrong selection over encoders.

File Description	Document
Any additional information	View Document
Links for Geo-tagged photographs	View Document
Links for the e-content development facilities	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 7.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
1034.77	578	477.26	452.82	463.34

File Description	Document
Institutional data in prescribed format	View Document
Details about approved budget in support of the above	View Document
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Provide link to ERP	View Document

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

Response:

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 for existing building maintenance. The procedures and policies for maintaining and utilizing physical, academic and support facilities are done by the maintenance section of the engineering department and the procurement of materials are facilitated by the purchase section as per the SOP formulated by the Academy. As a policy Academy ensures that two year warranty is provided by the vender and subsequently annual maintenance contracts are signed after the expiry of the warranty or wherever necessary comprehensive maintenance contracts are executed to ensure trouble free service. In order to ensure routine maintenance of the equipment, the biomedical engineering section maintains a registry of equipments of the Academy and performs routine required upkeep to prevent the downtime.

Equipments needed for the hospital and laboratory are procured duly observing SOP mandated by the Academy. Hospital equipments and laboratory equipments maintenance requiring assistance of the company are jointly attended by the Heads of the concerned departments, biomedical engineer, and purchase section. The standard procedures being followed are documented.

The Library of the Academy has constituted a University Library committee with Vice chancellor as the chairman along with senior professors and an external senior librarian as members of the committee. This committee has prepared the procedures and policies for administrative facets of the university library. The committee meets twice in a year to ensure the smooth functioning of the library. In addition there is a library advisory committee wherein students are also members in the committee. This committee is headed the Dean and it is also representation from faculty based on cedars. It functions within the framework of the procedures and policies notified by the university library committee. Some of the salient features of the procedures include stock verification, once in 3 years, General Financial Rules of 2005 for writing off the old and missing books, journals, subscription process to be completed prior to the year of subscription of the journal. The various functional roles of these committees and library manual are available in the Academy.

Sports committee, which is constituted with Dean/Principal as Chairman, Sports Convener, Physical Education Director, faculty from various departments as members and representatives from all batches of undergraduate and post graduate students. The sports committee is headed by principal meets periodically to discuss the maintenance issues to keep the sports activities uninterrupted.

For the maintenance of the computers, other Information Communication Technology tools (ICT) and the software there is a department of Information Communication Technology. This department maintains registry of hardware and software available within the Academy and take-up to routine maintenance activities. There are policies and procedures for providing uninterrupted ICT support for the smooth functioning of the Academy.

Some departments are given the responsibility of maintaining the common class rooms and the seminar rooms, laboratories, museums are maintained by the respective departments.

File Description	Document
Any additional information	View Document
Links for minutes of the meetings of the Maintenance Committee.	View Document
Links for log book or other records regarding maintenance works.	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 11.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
176	226	147	107	110

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

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

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

Response: Any 6 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document

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

Response: 0

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

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

File Description	Document
Institutional Data in Prescribed format	View Document

5.1.4 The institution has an active international student cell

Response:

Sri Devaraj Urs Academy of Higher Education and research has an active International student cell which caters to the needs of foreign students from various countries. The Academy welcomes students aspiring for a world class medical education which we believe is our forte. Evolving as a leader in higher education, we have customized the admission procedure, fee structure and all allied services for foreign students. This attracts foreign students who take up the benefit of an array of programs.

Goal - To encourage students from all over the world to join us in their professional academic voyage and become scholars in their respective fields. During this journey, we ensure to respect their culture and traditions and amalgamate them with our country's rich traditions and heritage.

Objectives:

1. Is constituted with a purpose to take utmost care of International students during their period of stay.
2. To promote cordial student-student and student-teacher relationship.

3.To ensure support and integrate international students in various events of the institution.

Standard Operating Procedure

- 1.Refer to the updated UGC guidelines for Admission of International Students periodically.
- 2.Shall get the details of International students admitted to UG, PG and Ph.D Programs every year and coordinate with the related departments.
- 3.Shall sensitize the newly enrolled international students on the existence, functioning and role of the cell and share with them the mode of contact in case of grievance.
- 4.Conduct two/three meetings in a year in the presence of Student Representatives to cater to their grievances with respect to Academics, Accommodation, and Admission, Evaluation or any other issues during their stay.
- 5.Integrate International Students into the college premises and activities without any obstacles.
- 6.To provide the Students with information about the local customs, language and civic facilities

Support Services

- 1.Conducting orientation programs to familiarize enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities and policies of the Academy.
- 2.Monitoring the academic performances of the students by coordinating with mentors and to communicate with guardians/parents regarding progress of the student at the end of a semester or once in every six months.
- 3.Support and assistance for visas and related immigration process, if necessary.
- 4.Conducting orientation and events to encourage social and cultural adjustment.
- 5.The students get to interact with each other and the diverse environment serves as an opportunity to broaden the horizons for the exchange of different ideas.

Mode of Contact

- 1.Drop boxes have been installed at various places in the campus and hospital to facilitate the students to report complaints, grievances as well as their suggestions.
- 2.International students are provided with contact numbers of the committee members to facilitate 24/7 assistance in case of emergency and also encouraged to directly contact the Convenor in case of any grievances.
- 3.Once the grievance is received the issue will be resolved under the guidance of Principal and if necessary, relevant committees would also be involved. On redressal of the issue, the information will be communicated to the concerned student and Academy.

File Description	Document
Any additional information	View Document
Links for international students' cell	View Document
Link for additional information	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances /

prevention of sexual harassment and prevention of ragging

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

Response: All of the above

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

5.2 Student Progression

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

Response: 37.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	38	20	66	44

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

2019-20	2018-19	2017-18	2016-17	2015-16
105	114	143	182	132

File Description	Document
Pass Certificates of the examination	View Document
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 74.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
184	198	214	179	180

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 22.08

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

Response: 68

File Description	Document
Supporting data for student/alumni in prescribed format.	View Document
List of students who have progressed to Higher education preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	04	01	01	01

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters and certificates.	View Document
Any additional information	View Document

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

Response:

STUDENT COUNCIL

The Student Council endeavors to help a student's educational process to advance their academic as well as personal abilities. The academy has constituted a Student Council as per the recommendations of Lyngdoh committee and guidelines set by the Academy.

The office bearers of the Students Council are nominated by the representatives

Composition of Student Council

- General Secretary
- Joint Secretary(Male & Female)
- Cultural secretary
- Sports secretary
- Class Representatives (Male & Female)
- Magazine Committee Secretary

Objectives:

- To enhance communication between students and parents and institution staff.
- To promote an environment conducive to educational and personal development.
- To promote friendship and harmony among students.
- To represent views of the students on matters of general concern to institution.
- To Contribute in development and design of curriculum
- To propagate team spirit and leadership qualities
- To promote a sense of unity among students
- To represent in various internal and external academic and non-academic activities.
- The Student Council Representatives are responsible for advising their class of matters discussed at every Student Council meeting, for determining the sense of the class on issues by conducting class meetings or by other means, and for reporting class opinions accurately to the Student Council.

Functions:

- To officially represent all the students in the Institute.
- To identify and help solve problems encountered by students in the Institute.
- To promote and encourage the involvement of students in organizing Institute activities.
- To represent students in all relevant institute committees as like hostel committee, mess committee, Library, Anti-ragging, magazine, etc.,
- To Contribute / Participate in camps / Medical Check-ups to inculcate social values in students. To organize Sports and Cultural events for students.
- To celebrate days of importance and participate in various extension activities in co-ordination with NSS.

Curricular & Extra – Curricular Activities:

- With the guidance from the faculty the Student Council conducts various activities for student welfare such as welcome to incoming students every year, annual art and cultural programs, sports meet, farewell to outgoing students etc. which also builds peer support and integrity amongst all students.
- The Council plays an important role in obtaining feedback on teaching learning activities, maintain hygiene and green environment on the campus and participate in activities of social cause.
- In addition to planning various cultural and sports events, the student council also actively participates in activities of Community welfare such as Swatch Bharat Abhiyan, Unnat Bharat Abhiyan, Blood donation drives, Disaster response etc.
- The activities by the student council members help in grooming student personality, building team spirit and better inter personal relation among to the student.

File Description	Document
Links for Student Council activities	View Document

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

Response: 9.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	08	09	10	09

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

5.4 Alumni Engagement

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

Response:

SDUAHER - University Alumni Association is a registered Alumni association of Sri Devaraj Urs Academy of Higher Education and Research vide Reg No.DRKL/SOR/176/2019-2020 dated 13/12/2019. Registered Office of the Association is located at the ground floor of the university building within the

office of Director, Student Welfare, SDUAHER.

Sri Devaraj Urs Medical College (SDUMC), the constituent institution of the Academy has formed an Alumni Association formally in the year 2004. This association has been registered in the Office of the Registrar of Societies, Kolar District with Registration No: 89/200405 dated 27th September 2004 in accordance with the society registration act 1960. The Alumni Association has established an office in the campus

In this direction the association has been formally and informally carrying out several activities to enhance the visibility and acceptability of the institution by the general public. The association conducts two notable activities every year Doctors Day on 1st July and Teachers Day on 5th September through which they express their gratitude to service oriented doctors in and around kolar and their mentors and teachers on the respective days.

Objectives:

- To promote interactions amongst members and to serve as a link between the members of the association and the Academy.
- To provide help and any other type of assistance to the members of the association.
- To organise welfare services for its members, students and humanity at large.
- To conduct academic activities and to award prizes for excellent work done in the medical field.
- To publish or assist in the publication of SDUAHER newsletter, books and /or journals by members of the association.
- To work towards improvement of medical education and health care services.
- The Association will, from time to time, organize medical camps in different parts of the Kolar and Chikkaballapur district to provide free counselling and aid to the needy and the down trodden without distinction of caste, creed and religion.
- To mobilise and generate resources and funds to carry out the objectives of the Association, accept donations and gifts of both movable and immovable assets.

All the students are mandatorily enrolled as members of the alumni association. Since the Academic year 2011-12 following the silver jubilee celebration of the SDUMC the alumni association facilitated the batch wise alumni meet every year. In addition, all those who have completed any medical (MBBS), postgraduate medical/paramedical course (BSc) from SDUAHER (MD, MS, Ph.D, MSc, MPH etc.) and Undergraduates from AHS shall have the membership of the association.

Future Plans

- Annual alumni meet to be conducted at the Institution
- Donation of wheel chairs to Divyangan
- Conduct of various state festivals at the Institution
- Construction of more number of rest rooms for lady students
- Construction of a dormitory for the patient's attenders

· Formation of self-help group to support superannuated employees of our Institution to make them independent economically.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Link for details of Alumni Association activities	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document

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

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

Response: E. Any one of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The **Vision** of the university is – **“UNIVERSITY OF EXCELLENCE - KNOWLEDGE FOR POSTERITY”**

The **Mission** is **“to be a global centre of excellence for Teaching, Training and Research in the field of Higher education”** by **“inculcating scientific temper, research attitude and social accountability amongst faculty members and students”** as well as **“to promote value based education for the overall personality development and leadership qualities to serve the humanity”**.

SDUAHER Strategic Plan – envisages the University being able to find itself among one of the best institutions of the country and in the world. The drive towards excellence by providing knowledge for posterity is the central over-riding theme of this Strategic Plan. The Strategic Plan intends to build a foundation of value-based education derived from the core values of the University –

- **Academic Excellence**
- **Student Focused**
- **Honesty and Integrity**
- **Freedom of inquiry**
- **Innovation and Creativity**
- **Accountability**

The Academy for taking the institution to greater heights and recognition, has developed a robust academic and administrative governance system to realize its vision and mission. The autonomy bestowed as per MoA /UGC regulations – 2010 amended up to 2019 are optimally utilized to create Governance and Leadership policies which work on the principles of participatory involvement of staff and students. The Academy ensures that the governance policies are in tandem with growth plans of the deemed to be university. The policies are in alignment with the global benchmarks established by regulatory bodies i.e. National Medical Council, Rehabilitation Council of India and University Grants Commission of India.

The organizational structure makes sure of the smooth implementation of policies. The Board of Management, Academic Council, Planning & Monitoring Board, Finance Committee, Boards of Studies and Departmental Committees have fair representations of external members 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 Vice Chancellor delivers leadership for academic, administrative and financial resource management through the statutory bodies. All the officers of the Academy support the Vice-Chancellor in the smooth execution of policies, functioning and developmental activities of the university. There are adequate representations of women employees in all the Authorities and Bodies and the university ensures the gender equality.

The governance system ensures that the activities of the academy contribute to the national development.

The main objectives of the Academy are not only to impart efficient knowledge to the students in terms of academic concepts, but also to indoctrinate moral values and professional ethics.

The Karnataka State Higher Education Council, Department of Higher Education, Govt. of Karnataka, on the recommendation of I-Care Ratings has rated the academy as a three star Institution in the category of Young university – KSURF 2018. Recently, University has been accredited with “Sliver University Rating” by QS I – GAUGE - a rating system for Indian colleges and universities in year 2018. The central diagnostic lab services have been accredited by NABL for 2nd cycle successfully. The Academy in 2019 has established a UNESCO Chair in Bioethics, Haifa.

File Description	Document
Any additional information	View Document
Link for vision and mission documents approved by the Statutory Bodies	View Document
Link for report of achievements which led to Institutional excellence	View Document

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

Response:

The Academy has established Central Diagnostic Laboratory Services (CDLS) in the new Center for Advanced Research and Excellence (CARE) building in the year 2016 to provide genuine, timely and high-quality laboratory results to its customers and users, based on the concept of decentralization and participative management of all the stake holders.

The RL Jalappa hospital & Research Centre earlier had three separate laboratories namely viz. Pathology, Biochemistry, and Microbiology involved in diagnostic, research, teaching and training the students of Sri Devaraj Urs Medical College. Based on the qualification and experience Academy appointed quality team consisting of Lab Director, Quality Manager, Technical Manager, Lab safety officer, Assistant quality manager and Assistant technical manager. Deputy quality manager and Deputy quality managers were selected from department of Biochemistry, Microbiology and Pathology. Senior technicians are involved in the administrative decision. Main objectives of this quality team are

- Improve internal quality control
- Improve performance in external quality assurance program
- Reduce customer complaints
- Minimize sample rejection
- Improve existing services based on the requirements of the user
- Reduce breakdown time of its services

All teaching staff and laboratory technicians were trained in ISO 15189; 2012- Medical laboratories, requirements for quality and competence. CDLS regularly conducts inhouse training program to laboratory

technicians and teaching staff. All staff are encouraged to attend CME/ Conferences/ workshop to improve their diagnostic and research skills. Special leave and financial initiatives are given to all CDLS staff.

All staff are actively involved in improving the quality management system by Identification & control of nonconformities . Appropriate preventive action is taken to ensure the quality of laboratory services. Laboratory equipment's are upgraded to meet the clinician requirements. Request for new equipment is raised by HOD of the laboratory department after discussion with staff. Indent are forwarded through lab director and Medical superintendent to Registrar. Budget is approved by the Finance committee.

CDLS periodically analyses the doctors and patient feedback and all sections prepare annual improvement plan to meet the end user requirements.

Management review meeting under the chairmanship of Honorable Vice chancellor is conducted once in a year to ensure CDLS suitability, adequacy and effectiveness and support of patient care. Management has given full responsibility to Lab Director for the overall operation and administration of the laboratory.

As a result of quality initiative taken by the Academy, Central Diagnostic Laboratory Services is accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL) on 13/4/2018 for the period of 2 years. NABL scope includes Clinical Pathology, Hematology, Cytology, Histopathology, Bacteriology, Parasitology, Serology, Mycology and Clinical Biochemistry. CDLS has maintained all quality objectives and documents and successfully reaccredited in April 2020 for the next 2 years.

As a part of social responsibility and nations call CDLS has prepared the quality documents for COVID 19 and H1N1 testing by RT PCR method. Academy has approved considerable financial requirement to establish the RT PCR testing. NABL accreditation for Molecular virology tests is granted to CDLSS on 15th June 2020 and ICMR recognized CDLS as COVID 19 testing center from 18/6/2020.

File Description	Document
Link for information / documents in support of the case study	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

Comprehending the importance of efficient Governance and Leadership and considering them as crucial for taking this institution to greater heights, the Academy has developed a robust governance system to realize its vision and mission.

As per the established philosophy, the Governance and Leadership policies of this institute have evolved

with the involvement of various stake holders. The Academy also ensures that the governance policies are in tandem with growth plans of the university.

The Academy specifically looked into the following while drafting the Strategic Plan:

- Developments outside the organization and how it might affect the organization (an environmental scan), and identifying opportunities and threats.
- Ongoing changes in the organization, including its strengths and weaknesses (doing a SWOC analysis)
- Statements of Vision, Mission and Core Values
- Establishing goals to be accomplished
- Identifying the strategies, objectives, responsibilities and timelines to reach such goals
- Inputs received from various stakeholders and their expectations

The Strategic Plan intends to build on its current standing foundation of value-based education as well as to:

- Enhance the quality, scope and equity of the learning experience of students
- Increase the scale, relevance, and impact of research
- Time bound improvements of its campus and facilities
- Provide a strong administrative and good governance framework

The Academy has identified and incorporated Key Performance Indicators in the Strategic Plan itself in order to measure its efficiency and effectiveness. These would give an indication whether the institution is headed in the right direction as per the strategy. The strategic Plan document is open ended as the Academy considers that the planning process is never "done" since it has to metamorphose over time.

Deployment Documents.

The deployment documents are based on analysis of current obstacles and future opportunities and envisage the direction towards which the organization should move to achieve its set goals and objectives. This is expected to emerge as the guiding force for the Academy to achieve its goal to become an institution of Academic Excellence and churning out professionals in the health Care domain to serve the country. A list of deployment documents is given as under:

1.	Administrative Policy	<ul style="list-style-type: none"> • Memorandum of association • Signature and Approval Authority • Academy and Relation with third parties • MOU policy
2.	Academic Policy	<ul style="list-style-type: none"> • Admission Policy • Attendance Policy • Internship Completion Policy

		<ul style="list-style-type: none"> • Graduate Completion Policy • Student Transfer • Program Intake Policy • Academic Warning and Expulsion
3.	Research Policy	<ul style="list-style-type: none"> • Intellectual Property Right Policy • Consultancy
4.	E- governance mechanism	* E - governance policy
5.	Human Resources Manual	<ul style="list-style-type: none"> • Employment and Conditions of Service • Recruitment and Selection Policy • Performance Appraisal Policy • Training and Development Policy • Leave Policy • Disciplinary Code • Health and Safety Policy
6.	Code of Conduct	<ul style="list-style-type: none"> • Teaching Faculty • Non - Teaching Faculty
7.	Examination Manual	
8.	Finance Policy	
9.	Procurement Policy	

File Description	Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	View Document
Link for Strategic Plan document	View Document
Link for additional information	View Document

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

Response:

While considering the issues related to the efficiency and effectiveness, the academy takes a holistic view of its strengths and weaknesses with a priority focus in terms of key inputs (human and financial resources, facilities), the through puts (teaching-learning-evaluation processes), important outputs (PhD scholars, Post graduate and under graduate students), research (grants, publications,) and knowledge transfer (patents, consultancies, public events, etc.).

To provide able leadership, services of two Pro Chancellors (one each for Academics and Hospital Care Delivery) have been roped in to augment the advisory capacity. The leadership ladder has further been perfected by drawing a new organogram. Board of Management, the Principal Executive Authority of the University advises the other statutory bodies viz. Academic Council, Boards of Studies, Finance Committee, Planning and Monitoring Board in the matters of academic, administration, finance and the growth of the institution. Additional Boards of Studies (BoS) have been created for certain departments (e.g. Depts of Allied Health Science, Clinical Nutrition and Dietetics, Physiotherapy, Speech Pathology and Audiology, Integrative Medicine, Cell Biology and Molecular Genetics...) to provide more autonomy. Meetings of these bodies are held strictly as per the UGC Regulations 2019 for which the Academy has a Memorandum of Agreement. College council and Hospital Development Committees meet once a month to take stock of functioning in the respective areas.

The Academy has initiated several steps to augment quality. The Competency Based Medical Education curriculum for medical students and Outcome Based Education for allied health sciences students has been implemented. Internal Quality Assurance Cell (IQAC) interacts with a designated official responsible for each NAAC Criterion on a weekly basis. The existing Faculty Performance Appraisal framework has been replaced by a more comprehensive one. A system of performance appraisal of all non-teaching staff has been introduced. Academy also has a system of evaluation of the departments based on their performance the Best Department Award is declared every year. A number of software have been installed to monitor the quality parameters and functioning across the departments which support the e-governance framework.

The departments participate in university matters in a number of ways. They deliberate, recommend and plan activities in the Departmental Meetings, (which are formatted as per the NAAC criteria). Calendar of Events of the Academy is prepared well in advance, giving full autonomy to the departments, to have specific forecast of events which ensures planned and deliberate activities. Departments also project their budget based on their needs. All these bring in decentralization and a sense of ownership.

The Academy has framed new Procurement Policy and Engineering Maintenance Policy to augment financial efficiency as also efficiency in the maintenance of infrastructure and equipment. The 'Manpower Planning and Development Committee' constituted by the Academy has mandated the optimal manpower, job specifications and training needs to bring in efficiency and effectiveness at individual and organization level. The recommendations of the committee are under implementation. As a policy initiative, Academy incentivizes quality publications.

File Description	Document
Any additional information	View Document
Link for Annual Report of the preceding academic year	View Document
Link for organogram of the University	View Document
Link for minutes of meetings of various Bodies and Committees	View Document

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

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

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	View Document
E-Governance architecture document	View Document
Any additional information	View Document

6.3 Faculty and Staff Empowerment Strategies

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

Response:

Employee welfare includes various services, benefits and facilities offered to employees by the employers. An organization has to provide welfare facilities to their employees to keep their motivation levels high, this concept of employee welfare is vibrant in the Academy. Its broad viewpoint and contents are inclined to change, depending on social and economic changes that occur in society.

- 1.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.**
- 2.All the employees and their family members of the university get **50% concession treatment** in the teaching hospital.
- 3.The non-teaching staff staying near the university campus including Kolar city are provided **free transportation**
- 4.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.
- 5.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.

6. 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
7. All the employees who are eligible for enrollment in **Employees Provident Fund Schemes**
8. All the employees are eligible for enrollment **for Gratuity benefits**.
9. There are schemes to offer **employment to the next to kin** of a deceased employee while in service and financial assistance in the instances of sudden demise of an in-service employee for funeral purpose.

An excellent multipurpose facility for social and family gatherings in the form of a Doctors Club has been provided in the residential campus of the academy.

1. The following facility are also provided to employee by the academy which will maintain healthcare, morale, safety, satisfaction and retention of the faculty/staff.
2. Maternity benefits
3. Medical leave , Special Casual leave and On-duty Leave
4. Yoga classes and Gym Facilities
5. 24 hours power back up (100%)
6. Wi-Fi Facility
7. Crèche facility

File Description	Document
Link for policy document on welfare measures	View Document
Link for additional information	View Document
Link for list of beneficiaries of welfare measures	View Document

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

Response: 17.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	41	20	24	35

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

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

Response: 63.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
91	59	66	58	42

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

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

Response: 58

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

2019-20	2018-19	2017-18	2016-17	2015-16
109	94	109	104	120

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

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

Response:

The annual performance appraisal system developed by the Academy is by its nature a participatory document.

The various appraisal methods adopted are:

- Self- appraisal
- Student appraisal
- Peer appraisal

The performance appraisal methods are under 5 steps: -

1.Establishing performance standards

The first step in the process of performance appraisal is the setting up of the standards which has been used as the base to compare the actual performance of the employees. The criteria have been set up to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives. The standards set are clear, easily understandable and in measurable terms.

2.Communicating the standards

The management has communicated the standards to all the employees of the organization. The employees have been informed and clearly explained about it, this helps them to understand their roles and to know what exactly is expected from them. The standards have also been communicated to the appraisers or the evaluators.

3.Measuring the actual performance

It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, for which the Academy has devised very objective forms for assessment of performance and reporting of appraisals.

4. Comparing actual performance with desired performance

The actual performance is compared with the desired or the standard performance which have been set clearly in the performance appraisal forms. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the performance.

5. Discussing results [Feedback]

The result of the appraisal is communicated and discussed with the employees on one to one basis by the head of departments and institutional heads. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback is given with a positive attitude as this can have an effect on the employees' future performance.

Outcomes of Performance Appraisal: -

The university periodically reviews the self - appraisals in respect of each of the faculty members through APAR 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.

File Description	Document
Link for performance appraisal policy of the institution	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The Academy 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 Finance Officer is chief of the finance division, he works directly under the control of the Registrar and is member secretary to Finance Committee. Finance Officer is responsible for preparation of budget audited statements and Balance Sheet.

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.

Efforts made 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:

The major source of financial resource is the tuition 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.

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.

Hospital:

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 Academy 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 Academy promotes all faculty to apply for external funds which is utilized for funding research projects. The Academy in the last five financial years from 2015-2016 to 2019 -2020 has generated **Rs. 118.98** Lakhs.

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.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	View Document
Link for procedures for optimal resource utilization	View Document

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

Response: 61

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	16	16	7	10

File Description	Document
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	View Document

6.4.3 Institution conducts internal and external financial audits regularly

Response:

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 areas covered during this Audit were,

- Statutory Compliances under GST, Income Tax, Contract Labour Laws I general, Professional Tax, Employee Provident Fund, Employees' State Insurance Corporation Act.
- Revenue recognition and receivables covering receipts/collection process.
- Procurement/Purchases/Inventory Management covering P.Os/ approval process and Inventory software, Billing Process.
- General Expenses
- Human Resource Depart relating records covering payroll and other employee registers, attendance reports.
- Fixed Assets – Procurement Process and record Status.
- General Ledger Scrutiny classification and review of balances.

The Internal Auditors conducts audit on a Quarterly basis and submits their report to the Finance officer and the Vice Chancellor of the University. The office of the Finance Officer reviews the report and prepare the compliance report after discussion with the process owners. This process enables the academy to have very prudent financial management.

The statement annual accounts and balance sheets are discussed threadbare placed before in Finance Committee and the recommendations and proceedings are placed before the Board of Management for approval. As such there are no major audit objections by the Auditors and the financial background and sustainability have been promising.

In addition to that the finance committee reviews the financial transactions at a regular interval. A monthly review of the receipts and payments are done regularly. This process helps in monitoring the revenue inflow and expenditure. Further this practice allowed the scope for keeping track of financial transactions in consonance with the budgetary allocations.

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 audited reports are submitted to the University Grants Commission, MHRD as per the Memorandum of Association and Rules of the University every year along with the Annual Report within the stipulated time.

File Description	Document
Any additional information	View Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	View Document
Link for policy on internal and external audit mechanisms	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

In order to ensure that Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) uphold the concept of quality culture it has established Internal Quality Assurance cell (IQAC) as part of the post NAAC accreditation initiative. The primary objective of this cell is to frame to quality initiatives, implementation, monitoring sustenance and also to internalize and institutionalize quality as a culture in the institution.

The composition of the IQAC is as per the norms of NAAC and it added by the vice chancellor of the Academy. The functional rolls of the IQAC is in tandem with the NAAC guidelines to ensure that, quality parameters of devised and effectively implemented for various academic and administrative activities of the institution.

Quality initiatives in academics and its monitoring and sustenance are carried out to the IQAC with support from the officers of the deans of faculties of studies and director academics. The core activities of SDUAHER include the Core Activities of the Academy include high quality training in graduate, post graduate and Ph.D. programmes in medical and allied disciplines. Innovative approach in teaching learning and evaluation processes as well as Faculty development Programme. Comprehensive Health care services coupled with extension activities and collaboration with institutions of excellence and industries for research. IQAC confirms that, all these activities are quality ingrained and work towards achieving the same.

The university centre for health professions education under the leadership of its director ensure that a learner centric environment conducive to quality education and faculty training as well as maturation to assimilate and practice the modern teaching and learning techniques and process. Monthly review meetings are held at the constituent college and the departments under the faculty of allied health sciences confirmed the adherence to quality initiatives and practice.

As required IQAC make sure the annual appraisal of faculty members in terms of their involvement in various facets of their duties and responsibilities are carried out. Further IQAC collates the individual faculty performance to arrive at the overall annual performance of the department. The cell also ensure that, feedback from students, faculty, external peers and parents are collected and analyzed on relevant quality related initiatives and remedial actions wherever required are suggested/recommended to the administration for implementation.

Ever since the instruction of IQAC annual quality assurance reports have been prepared as mandated and submitted to the NAAC portal. In order to facilitate and monitor a data capture for AQAR and SSR related activities software has been installed through which IQAC monitors the accuracy, authenticity and timely generation of compiled data.

The conduct of academic administrative audit (AAA) is another important activity of IQAC and last AAA was conducted in 2018. The suggestions and recommendation of the committee of the AAA committee are studied properly and wherever necessary corrective and progressive actions are under taken to improve the functioning of the institution. All the non-compliances are attended on priority to make sure that most of them are complied with before the next audit.

The academy has been regularly participating in AISHE survey, MHRD, Govt. of India. The institution has also under gone Karnataka state universities rating framework (K-SURF) rating and QS-IGAUGE rating and all these activities are coordinated by IQAC. Further, the participation in these rating activities has been useful to periodically monitor the strength and weakness of the institution as well as to initiate corrective and progressive measure for furtherance of quality.

The Internal Quality Assurance Cell regularly conducts the quarterly meetings to review the accomplishments with regard to quality. Further, IQAC make effort in identifying and implementing new quality initiatives wherever required. It has prepared a policy document for appropriateness of its functioning. The IQAC has been the center point of quality initiatives and its monitoring. It also involve in identifying the best practices to take the institutional activities to greater heights in order to enhance the acceptance and appreciation of the stakeholders.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	View Document
Link for the minutes of the IQAC meetings	View Document
Link for additional information	View Document

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality

issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: B. Any five of the above

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

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

Response:

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) in its pursuit of maintaining and to internalize quality has developed standard operating procedures, policies and prospective plan document for consistent and quality embedded effective functioning under;

1. Quality Teaching and Learning: There are robust internal mechanisms to make sure that the core activities are channelized through dedicated sections/departments. The university centre for health professions education & Director Academics ensure that, the impacts of quality initiative in academics are analyzed. The impact of quality initiatives is analyzed by obtaining feedback from the stakeholders.

2. Research: The University supports the development of the centers of research excellence that reflect major challenges and initiate sustainable goals to procure excellent research environment. In addition to it The Academy encourages the publication of research in international journals of high standing and enhances the reputations of indexed university journals through the publications of quality research.

3. Quality Infrastructure: The University paved well-defined and consistent standards of Infrastructures and developed environment to support a conducive experience for students and staff.

4. Financial Sustainability:

The University has committed to cautious, responsible and sustainable financial management. The Financial considerations were well built to all key decision making processes which includes financial planning analysis and implementation of project on priority basis.

5. Governance and Leadership: The Academy appreciates the importance of Governance and Leadership in its right spirit and considers it as crucial and critical towards promoting this Academy. The

ethos of governance, include to establish and strengthen the collaborations with other Organizations as in form of MoU, and to establish decentralization policy by e-governance.

Outcomes Analysis -

- 1.The total number of students present in the campus has increased from 1110 to 1598 students showing an impact change of 43.96%.
- 2.The no. of programmes offer in the Academy has grown from 53 to 68 showing an impact change of 28.30%.
- 3.The total no. of teaching faculty has grown from 181 to 274 showing an impact change of 51.38%.
- 4.The total no. of books available in the library have grown drastically from 21715 to 26282 showing a change of 21%.
- 5.The no. of e-journal available in the library has increased drastically from 580 to 2745.
- 6.The no. of publication has shown drastic change of 90% (from 857 to 1630 Both national and International)
- 7.Expenditure for the infrastructure has raisen from 1065 to 2437 in Lakhs showing a change of 128%
- 8.The no. of MoU increased drastically from 2 to 34 in no's
- 9.The ERP Software has shown a steep raise of 112.5%

File Description	Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

GENDER EQUITY AND SENSITIZATION:

Sri Devaraj Urs Academy of Higher Education and Research has been regularly conducting following programs for faculty and students to promote gender equality, women's empowerment and education.

Curricular activities:

- Sessions on Gender sensitization is conducted for students during the Foundation course.
- As per The UGC instructions, implementation of Gender champions in the institute. Gender Champions are responsible leaders who facilitate a gender sensitive environment within the institute. A formal training program is conducted for students selected as Gender champions to equip and enlighten them about gender stereotypes, gender equality, legislations, life skills etc. These Gender champions conduct debate, painting competition, awareness programs to sensitize students and peer group on gender issues.

Co-curricular activities:

Annual guest lectures on gender sensitization has been conducted to inculcate empathetic attitudes among the two genders so that they value and respect each other.

Guest lectures on gender sensitization were conducted on:

- 19-10-2015 with 200 participants
- 30-11-2017 with 300 participants
- 02-9-2019 with 200 participants
- 06-03-2020 with 150 participants

CME:

- "Gender equity" was conducted on 14-09-2016 with 91 participants.
- "Crime against Women -Challenges in Emergency Room" on 31-08- 2019 with 409 participants.
- Self-defense program was conducted on 15-12-2016 with 150 participants to promote security of women.
- Celebration of International women's day and International day of the girl child every year to celebrate women's achievement and raise awareness against bias.
- Street play to create Gender awareness was conducted on 07-03-2020, with 100 participants.

FACILITIES FOR WOMEN ON CAMPUS:

- Facilities exclusively for women on campus: The University has undertaken various initiatives to ensure security of women and create a conducive ambience for women in the campus.
- Safety and security: Women’s Hostels is fenced and manned with round the clock female security staff.
- Counseling: Grievance redressal and Internal Complaints Committees are actively functioning and provide protection against sexual harassment of women at workplace.
- Common rooms: A well-furnished ladies lounge with dining table, rest room and lockers is made available for girls, where students can relax.
- Day care center for young children: Crèche facility is available for the kids of the employees to help working mothers.

FACILITIES IN THE CAMPUS FOR

Safety and security:

- CCTV cameras are installed at various places in the University campus including Hostels to ensure the safety and security of students and staff.
- Biometric for students mandatory in the hostel to ensure safety.
- Transport facilities are provided for students and faculty on duty to attend camps and outside postings.
- Anti-Ragging Committee contact details are displayed at appropriate locations.

Counseling:

- Institutional level Mentors are nominated for counseling the students in their academic and extra-curricular activities to ensure the welfare of the students
- The institute has a Student counseling cell with a professional counselor to address the issues of students.
- Peer-mentoring has been initiated and programs and workshops to train a group of 24X7 peer mentors.
- Every floor in the college has a grievance cell box, for the students to voice their issues which are addressed by student grievance cell.

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

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

1.Solar energy

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Link to additional information	View Document

Other Upload Files

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

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

Response:

SDUAHER follows standard guidelines for management of wastes mentioned as under:

1. Solid waste management:

- Awareness on segregation of solid waste is created and all the solid waste from the campus, hospital, college, canteen and hostel is collected and segregated into degradable and non-degradable wastes.
- Transport and disposal of non-degradable solid waste are outsourced for safe disposal.
- Compost arrangements are made to convert bio-degradable solid waste into manure which is used for the purpose of gardening in the campus.
- Dust bins are provided in the campus to keep campus clean, neat and tidy.

b. Liquid waste management:

- Liquid waste generated from college, hostels and hospital is treated in Sewage Treatment Plants.
- Sewage Treatment Plant with 3 lakhs Lts/day and Effluent Treatment Plant with 2 lakhs Lts/day recycling capacity is available in the campus. The water Treatment Plant installed is well-maintained and functions efficiently.

- The recycled water is used to irrigate the plants and trees in the campus and for construction work activities.
- Karnataka state pollution control board has issued consent for operation of water treatment plant valid till 30-06-2021.

c. Biomedical waste management:

- Institute takes all necessary steps to ensure that bio-medical waste is handled without any adverse effect to human health and the environment and in accordance with biomedical waste management rules.
- Biomedical wastes are segregated in colored bins as specified by biomedical waste management rules. Awareness on segregation of waste is created and black, yellow and red color coded bags are used.
- Pre-treatment of Laboratory waste, microbiological waste, blood samples and blood bags through disinfection on site as prescribed by WHO guidelines.
- Training is provided to all health care workers and others involved in handling of bio-medical waste
- Karnataka state Pollution control board has issued authorization for operating a facility for reception, collection, segregation, and transport of biomedical waste valid till 30-06-2021.
- Agreement with VV Incin Solutions Pvt. Ltd for collection, transportation and disposal of bio-medical waste, valid till 20-10-2023.

d. E-waste management:

- SDUAHER has developed the proper EE-waste management policy to ensure environmental conservation and protection from the effects of E-waste.
- Extending the useful life of IT assets to postpone / minimize generation of EE-Waste.
- Electronic wastes are collected and pooled and stored in isolated e-waste room, after it becomes non-functional/un-repairable so as to prevent its accidental breakage.
- E-wastes are disposed to the agencies recommended by approved agencies conforming to regulatory requirements.

e. Waste re-cycling system

- Liquid waste is processed in Sewage Treatment Plant and the treated water is reused for irrigating plants in campus and for construction purpose.

f. Hazardous chemicals and Radioactive waste management:

- Karnataka state Pollution control board has issued authorization for generation, collection reception and disposal of hazardous waste valid till 30-06-2021.
- Effluent Treatment Plant (ETP) for treatment and safe disposal of hazardous chemicals from laboratories is available.
- Radio-active waste is outsourced to Kirloskar theratronics as per AERB guidelines via Ref N0:KT/00018

- Radiation levels in Radiology department are monitored and certified to be within permissible limits by AERB.

File Description	Document
Link for Geo-tagged photographs of the facilities	View Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to additional information	View Document
Geo-tagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Audit reports of the institution related to the metric	View Document
Link for additional information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Link for relevant geo-tagged photographs / videos	View Document

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

Response:

Our Academy has a multicultural, multilingual student and faculty base hailing from different parts of the country and from different socioeconomic backgrounds. Students hail from different parts of the country. The core values of the Academy are rooted in integrated development of its students that looks beyond mere professional excellence and enables them to imbibe a sense of oneness not only as healthcare

professionals, but as humans. The following activities undertaken by Academy speaks volumes on the same.

1. **ANNUAL STUDENT FESTS AND GATHERINGS:** The Academy conducts “**PLEXUS**”, **FUN MELA** and the sports meet – “**KREEDOTSAV**” “**THE ANNUAL ATHELETIC MEET**” and “**PARVA**” every year as a testimone to the active participation of students and staff. The prize-winners are awarded on **ANNUAL DAY & HOSPITAL DAY, celebrated** to commemorate the birthday of the founder chairman, Shri RL Jalappaji who was instrumental in starting our Academy. Additionally, the day serves as a litmus test of quality service while felicitating our hospital staff of their exemplary dedication throughout the year. The Academy welcomes its newest prospects by hosting the annual **FRESHERS’ DAY in an ardent attempt to** encourage creative impulses and boost their confidence. It is the day where all the students bond and unite as champions of the Academy while giving birth to a harmonious relationship between the freshers and seniors.
2. **CULTURAL AND RELIGIOUS FESTIVALS :** The academy celebrates several religious festivals such as Saraswathi pooja , Ayudha pooja, Ganesha festival , Navaratri , Christmas , Onam. These were array of events where students felt the homliness in the campus and developed a religious harmony.
3. **PATRIOTIC INITIATIVES:** Every year, the Academy observes **Republic Day & Independence Day , Gandhi Jayanthi ,Freedom Fortnight and Tiranga march.**
4. **ACTIVITIES TOWARDS PEACE & HARMONY:**

- **INTERNATIONAL DAY FOR PEACE AND TOLERANCE is observed** with the aim of developing tolerance among students and nurturing social responsibilities.
- Inorder to espouse national integration, peace, love, affection and communal harmony, 20th August is observed as **THE SADBHAVANA DIWAS OR HARMONY DAY.** The students are encouraged to values of national integrity and patriotism while relinquishing any bitter aftertaste left by caste, creed, religion and regional discrepancies.
- The Academy organizes various programs (aerobics, meditation, exercises) on **INTERNATIONAL YOGA DAY to promote** physical fitness and mental peace for its benefactors.
- **MATHRU BHASHA DIWAS is observed by the Academy,** a locus to multifarious cultures and linguistics from all over the country, thereby serving as a true example depicting “tolerance, mutual respect and a remarkable amalgamation of various cultures’.
- A theme of " **YOUNG INDIA, NEW INDIA - A RESURGENT NATION: FROM SANKALP TO SIDHHI**" was telecasted live for students & faculty. The University reverberated the resonant echoes of the Prime Minister’s thought-provoking words, by invigorating students & faculty to devote time for physical activity in their daily routine. “**Fit India movement pledge**” was taken.

5. **LANGUAGE CLASSES :** in English, Kannada to overcome language barriers.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

The academy is a microcosm which nurtures good humans encompassing everything 'humanity' stands for, over and above shaping good healthcare professionals. Various programs are conducted with the above driven objective of instilling the national spirit by building responsible citizens, in keeping with the theme for the respective day & year of the events conducted.

NATIONAL RESPONSIBILITIES:

- The academy celebrates **FREEDOM FORTNIGHT** focusing on better & stronger nation building & organizes guest lectures by the Indian army officers enlightening the students on national responsibilities.
- Every year, the Academy observes **REPUBLIC DAY & INDEPENDENCE DAY & GANDHI JAYANTHI** in jubilant vigour as a manifestation of the same blood flowing through the veins of all the students and staff. The day is marked by flag hoisting followed by events conducted by students.
- The academy observes **TIRANGA MARCH** every year as a heartfelt manifestation of patriotism

IN THE WAKE OF THE UNPRECEDENTED COVID-19 PANDEMIC, the exemplary leaders at the helm of the institute urged everyone to join hands to battle this tribulation by drafting an institutional policy for the widespread testing and treatment of COVID-19 patients in addition to adopting RT-PCR for detection of cases.

RIGHTS & DUTIES OF EVERY CITIZEN:

- **NATIONAL VOTERS' DAY** gave birth to initiatives aimed at strengthening the democracy while participants whole-heartedly took the Voters' Pledge on 25-01-2020.
- NSS organizes sundry events & competitions for students in view of **NATIONAL UNITY DAY/ RASHTRIYA EKTA DIWAS**, an opportunity to remind the younglings about the inherent strength & resilience of our nation to withstand the actual & potential threats to the unity, integrity & security of our country. .
- The **NATIONAL YOUTH DAY** is observed by the Academy with the theme Furthermore, Channelizing the youth power for nation building.

CULTURAL HARMONY: The academy celebrates several religious festivals such as Saraswathi pooja, Ayudha pooja, Ganesha festival, Navaratri, Christmas, Onam. Students of different backgrounds join to organise festivals including cultural events, sports and academic activities.

OTHER NSS ACTIVITIES :

- **VITTIYA SAKSHARATA ABHIYAAN (VISAKA)- initiative**, the Academy conducted literacy campaign to actively engage youth & students to encourage, motivate & train families in their neighbourhood to conduct financial transactions digitally.
- **NATIONAL SERVICE SCHEME DAY** – Academy aims to foster the idea of social welfare in students, & to provide service to society without prejudice.

- **VIGILANCE AWARENESS WEEK** is **observed to** create awareness against corruption among the students and public. “Integrity Pledge” was administered to all the students, Faculty and non-teaching staff of the academy.

CONSTITUTIONAL CLASSES- MBBS students are taught by the department of community medicine.

ENVIRONMENTAL PRESERVATION- Academy conducts environmental studies for students, **WORLD ENVIRONMENT DAY** is observed every year, to apprise the general public on environmental hazards that cause pollution of our natural resources & **Swachh Bharat** activities are performed by faculty and students.

RIGHT TO EQUALITY & FREEDOM, PROTECTION AGAINST EXPLOITATION, AND CONSTITUTIONAL REMEDIES

- Gender sensitisation programmes are held.
- Prevention of sexual harassment, Internal complaints committee Grievance Redressal Cell, , Anti-Ragging Committee and Student Council are functional.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on code of conduct are organized**

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of the monitoring committee of the code of conduct	View Document
Any additional information	View Document
Link for additional	View Document
Web link of the code of conduct	View Document

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

Response:

1. Academy observes **NATIONAL DAYS** such as Republic day , Independence day, freedom Fortnight, freedom fighters birthday celebrations.
2. Academy observes various National and International **HEALTH EVENTS** according to the theme respectively for that year, by organizing guest lectures by eminent speakers, workshops, quiz , awareness programs in the form of skit, streetplay, pamphlet distribution, rally in Kolar, quiz programs, essay writing, collage competition, door to door campaign, free screening & treatment for patients in camps, etc., thereby creating awareness to the public , of the diseases and importance of early screening and management. The participation from students and all faculty are encouraged. This helps in building responsible clinicians in the young minds.
 - Department of Dermatology observes Anti-leprosy day , World vitiligo day and World Psoriasis day.
 - Department of Ophthalmology observes World glaucoma week, Eye donation fortnight , World sight day and world optometry day.
 - Paediatric Department observes Immunization week and Breastfeeding week.
 - World Physiotherapy day and World Obesity day is observed by the department of physiotherapy.
 - Department of Clinical Nutrition And Dietetics observes National nutrition week and World Food day.
 - Other health days observed include No Tobacco day, World cancer day, etc
3. **NATIONAL SERVICE SCHEME OF THE ACADEMY** are involved in observing International day for peace & tolerance, Environment day, National service scheme day, World Diabetes day , World AIDS day, Freedom fortnight , Teachers day, Republic Day, Independence day and in collaboration with community medicine department it conducts World Health day, World Malaria day, World Population day. In collaboration with Integrative medicine they observe World Yoga day. The events were colourful depictions of cultural programs blended with informative sessions.
4. Recognizing the significance of the discovery in the field of Physics and the contribution of C.V. Raman, the country has been celebrating since 1986 as '**NATIONAL SCIENCE DAY**'. The day is also observed to recall and celebrate the contribution of all the great scientists of India who made fundamental discoveries and advanced human knowledge.
5. University of Medical Education observes **NATIONAL EDUCATION DAY** to commemorate the birth anniversary of Sri Maulana Abul Kalam Azad, the first education minister of independent India.
6. **WOMEN EMPOWERMENT CELL** organises guest lecture and workshop on self- defence on international women's day. The day focused on equality for women, efforts to bring women forward for

national development.

7. As directed by The Central Vigilance Commission, our Academy observes **VIGILANCE AWARENESS WEEK**.

8. The academy celebrates several **RELIGIOUS FESTIVALS** such as Saraswathi pooja , Ayudha pooja, Ganesha festival , Navaratri , Christmas , Onam. All students and faculty actively participated in the celebrations. These were array of events where students felt the homliness in the campus and developed a religious harmony.

File Description	Document
Any additional information	View Document
Link for annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geo-tagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

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

Best practices 1

Title: Software enabled Question Paper generation from the structured question bank

Objective:

- To create question bank
- To generate question paper from the inhouse question bank on the day of examination to improve transparency in the examination system.

Context:

Assessment is the important component in education spiral and it drives learning. At present knowledge assessment in the summative examination is the deciding factor for student promotion to next phase. Any factor that affects objectivity, reliability and relevance in the generation of question paper severely affects

the education system. Majority of the higher education institutes request the external subject expert to prepare the question paper using question paper blue print. Question papers prepared were sent to controller of examination by electronic media or by sealed cover. One of the papers is randomly chosen for the summative examination.

Over the years it is observed that **many questions are not representative of syllabus, they test only recall level of cognitive domain, disproportionate weightage to some topics, unstructured, ambiguous questions, Questions not covering the entire syllabus, repetition of content in long essays, short essays and short answer questions.** In addition, universities need to follow very strict protocol for the maintenance of confidentiality of question paper. To overcome these issues, SDUAHER decided to create question bank and adopted **Software enabled Question Paper generation from the structured question bank.**

Practice:

Teaching staff are trained in question paper setting by University Department of Medical Education (UDOME) during annual 3-day Workshop on “**Training of Teachers**” (TOT). Dr. K. Ramnarayan, Vice President, Faculty Development and Alumni Relations, Former Vice Chancellor, Manipal University, Manipal, Karnataka. conducted Workshop on “**Setting Question Papers**” for faculty.

Board of Management in its 48th Meeting held on the 20th June 2018 has given its approval for Software enabled Question Paper generation. University Department of Medical Education (UDOME) further trained faculty in framing questions. Faculties from each department who have underwent Medical education training on question paper setting have prepared Question Bank according to prescribed curriculum. Departments are also required to ensure coding of Questions by preparation of Legend files (Chapters covered), Input files (questions) and Blueprint of Question Paper (Marks distribution according to chapters).

The Head of Departments and senior faculties validated the Question Bank by scrutinizing all the questions and ensured that the questions are structured and difficulty levels are properly mentioned against each one of them. Staffs were encouraged to prepare clinically oriented question and structure the question with appropriate scoring.

Question Banks so prepared are **validated in the Board of studies meetings** of respective departments by looking into the relevance, structure and difficulty levels of the questions. The Head of Departments are asked to periodically update the question bank at the examination section of the Academy (validation and addition of new questions).

Software for generation of question bank is developed using python script that runs on the isolated computer (not connected to network) with the data stored as CSV files generated from question bank in excel. The script consumes the information from the CSV files and generates pseudo random question sets adhering to the question paper blue print. **Blue print had instructions on type of questions, weightage to topics and difficulty level.** 50% of questions are randomly selected from low difficulty level, 30% from medium difficulty level and 20% are from high difficulty level. Software generates question paper in the word format.

In order to check the reliability of the process, three samples Question Paper were generated at the examinations Section of the Academy and validated by the concerned Head of departments. This process is

completed at least one week before the commencement of university examinations. In order to improve the reliability of question paper conditions/ rules were followed in the software.

On the day of University Theory examinations, Question Papers is generated maintaining strict confidentiality by the Controller of Examinations, half an hour before the commencement of Examination using the same software at the office of the Chief Superintendent of Examinations located close to the Examination halls. Question papers are transferred directly to the chief superintendent of Examinations at the place of examination before the commencement of the exam in a confidential manner.

Feedbacks from students are taken to gather inputs towards further improvement in the quality of question papers. Controller of examination also collects feedback from external examiner during the University examination.

Evidence of success:

- Question bank with periodic update is created in all subjects
- Question papers are generated using software from Validated Structured question bank following predefined question paper blue print
- Real time question paper generation in the examination hall enhanced the transparency in the question paper generation
- During **UGC peer team visit to the Academy in 2018**, UGC team appreciated the examination reforms including software enabled question paper generation from the structured question bank. UGC invited SDUAHER to present its best practice in its Workshop on ‘**Evaluation Reforms in Higher Education**’ at Conference Hall, Maharani Cluster University, ` Maharani Science College Campus, Palace Road, Bengaluru on 30/7/2019
- Feedback from student and examiner – student appreciated the transparency in the generation of question paper. Student and examiner are very much satisfied with relevance and objectivity of questions.

Problem encountered and resource required:

Periodic update of question bank and training of new staff. University centre for Health professional education (UCHPE) is conducting workshop / orientation program for the new staff. Controller of Examination is periodically updating the question bank from all department.

Best practice 2

Title: The Best Department of the year award and Teacher of the Year award

Objective:

- To motivate and inculcate the competitive spirit among the faculty and departments to improve the performance in Teaching and Research
- To empower Health care educator with up to date education technology

- To create a research driven skilled manpower

Context and Practice:

Research and innovative teaching learning methods require faculty involvement and dedication. Academy felt the need of faculty training in innovative teaching – learning methods and research. It also created policy for recognizing and incentivizing faculty and department effort in research, teaching and administration.

In order to encourage the innovative teaching learning activity, the Academy has established University Department of Medical Education (UDOME) in 2014, later upgraded to **University Centre for Health professional Education** (UCHPE) in 2020. This center regularly conduct workshop on Competency Based Medical Education (CBME), AETCOM, Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE), Microteaching, MCI Teachers training program, soft skill and leadership skills. Teaching staffs are oriented to Student-centric methods such as Experiential learning, Integrated/Inter-disciplinary learning, Participatory learning, Problem-solving methodologies, Self-directed learning, Patient-centric and Evidence-based learning. To enhance simulation-based education training center for clinical skills and simulation is established. Academy grants Special casual leave and financial assistance to Teaching staff for attaining MCI advanced course in medical education, FAIMER, and Ph.D. courses.

Academy has established Research & Innovation section to promote quality research. Budget allocation for research is provided. Faculties are deputed to attend conferences/ workshop within India and outside. Faculties are trained in research methodology regularly in the in house Research methodology workshop. To encourage publication in high impact journal, publication incentive board is established to give publication charges/ incentives. 3 incentives are given to faculty members who completes Ph.D.

The Central Research facility of the Academy was established for interdisciplinary research between the Departments of the Academy. The Centre was elevated as a full-fledged statutory Department in the year 2013 for promoting academic programs in the subjects of Genomics and Molecular Biology with an aim to generate manpower for interdisciplinary research. All the departments are encouraged to identify the research thrust areas based on the skilled manpower, material and infrastructure.

Academy has established policy for identification of Best Teacher of the year and Best Department of the year since 2013. Best department is selected based on 3 parameters

1.EFAP (Evaluation of Faculty Academic Performance)

2.Student feedback

3.Publications

All teaching faculty submit details of their performance in EFAP (Evaluation of Faculty Academic Performance) every year. All staff submits the evidence for Research activity, guest speaker in CME/ Conferences, organizing scientific program, involvement in accreditation process and leadership qualities etc. At the Director of academic office, the EFAP booklet are evaluated by specially constituted committee for scrutinizing the documents. Academy collects student feedback from students using a structured questionnaire. Publications from each department is analyzed.

Best Teacher of the year award is based on 3 parameters

1. EFAP (Evaluation of Faculty Academic Performance)
2. Student feedback
3. UDOME (University Department of Medical Education) score

From the year 2020 new staff appraisal forms for clinical staff, paraclinical/ preclinical staff is introduced. In the new staff appraisal form adequate weightage is given for teaching/ training, research, innovation, consultancy, patient care, campus/corporate activity and awards. Committee under the chairmanship of Honorable Vice Chancellor selects the most eligible teacher and the department for the award. Till the year 2015-16 teachers of the year were given to one staff. After feedback from teaching staff and the committee, Academy selected teacher of the year at the professor cadre, Associate professor cadre and assistant professor cadre.

List of Best Department of the Year

Year	Department
2012-13	Pathology
2013-14	Pathology
2014-15	Pharmacology
2015-16	Anesthesiology
2016-17	Pathology
2017-18	Medicine
2018-19	<ul style="list-style-type: none"> • Faculty of Medicine-Orthopedics • Faculty of Allied Health & Basic Sciences – Molecular Genetics & Cellular Biolo
2019-20	<ul style="list-style-type: none"> • Faculty of Medicine- Pathology • Faculty of Allied Health & Basic Sciences – Clinical Nutrition and Dietetics

List of Best Teacher of the Year list

Year	Teacher Name	Designation
2012-13	Dr. M. L. Harendra Kumar	Professor of Pathology
2013-14	Dr. N. Sarala	Professor of Pharmacology
2014-15	Dr. T. N. Suresh	Professor of Pathology
2015-16	Dr. S. M. Azeem Mohiyuddin	Professor of ENT
2016-17	Dr. A. Bhaskaran	Professor of Surgery
	Dr. Bhuvana	Assoc. Professor of Pharmacology
	Dr. Anitha. D	Asst. Professor of Microbiology
2017-18	Dr. N. Sarala	Professor of Pharmacology
	Dr. Hemalatha. A	Assoc. Professor of Pathology
	Dr. Sangeetha. T	Asst. Professor of Ophthalmology

Evidence of Success:

- Departments are doing innovative teaching learning methods such as Self-directed learning, Participatory learning, Problem solving methodologies, Patient- centric and Evidence-Based Learning, Project based Learning, role play.
- Awards/Appreciation: SDUAHER faculty and students received awards/ recognition from national/ state organizations. In 2019 Nine Faculty members received Memberships in academic societies like MNAMS (Member of National Academy of Medical Sciences).

- Staff are actively involved in conduct of research projects. More than 70 SDUAHER funded projects are conducted during 2015-2020.
- Improvement in the number and the quality of publications in peer-reviewed journals.

Problem encountered and resource required:

- Time is an important factor for innovative teaching and research. All staff need to dedicate a good amount of time to get the best output. Academy recognizes and appreciate the staff efforts in teaching and research.
- Periodic training of staff is a challenge. For this UCHPE & Research and innovation section prepared calendar of events for the training program.
- Needed more efforts to enhance the extramural funding to promote research & innovation from government & non-government agencies. To resolve this, the Academy has increased allocation of funds for research. Further it also has signed MOU with other academic institutes to expand collaborative research activities.

File Description	Document
Link of the best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Interdisciplinary collaboration evolving into holistic health care education and research

In the year 1984, a group of dedicated visionaries headed by Shri. R.L. Jalappa, established Sri Devaraj Urs Educational Trust for Backward Classes with the focus on providing **education and social services for the rural population**. The Trust also envisages founding of institutions to train **backward class communities in their traditional professions for attaining higher proficiency**.

Sri Devaraj Urs Medical College, Kolar has been the first institution started by the trust as a step towards meeting the objective of **Medical Education, Research and Health Care**. The trust in its stride for attainment of quality obtained accreditation for this Medical College by **NAAC** and Certification by **ISO 9001-2000** in 2006. Sri Devaraj Urs Medical College is one of the few medical colleges in India to have achieved these dual feats as early as in 2006. Inspired by these accolades the Trust was successful to obtain **Deemed University status for the medical college in 2007** in the name and style of Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER).

SDUAHER offers 68 programs under the faculties of medicine and allied health and basic sciences, comprising 517 courses studded with value added courses to empower the students of the Academy with requisite and distinct attributes skills and competences to be successful professional in their respective domains of expertise. The Core Activities of the Academy include **high quality training in graduate, postgraduate and Ph.D. programmes in medical and allied fields**, innovative approaches in teaching, learning and evaluation, faculty development Programmes, comprehensive health care services besides extension activities, collaboration with Institutions of excellence and industries for advanced training and research.

This institution has played a commendable role in the transformation of the quality of life of the people in this region not only by providing healthcare facilities but also educational as well as employment opportunities. With medical college already acclaiming laudable status, the first and the foremost focus was towards setting up of facility for holistic healthcare education comprising medical, allied health and basic sciences. In this direction, the Academy started Departments of department of allied health sciences, cell biology and molecular genetics, clinical nutrition and dietetics, integrative medicine, physiotherapy, library & information sciences public health, and, speech pathology and audiology under the Faculty of allied health and basic sciences. All these departments are integral and accompaniments to the quality of healthcare being provided to the patients in teaching hospital. **The availability of these complementary services is effectively translated for integrated and comprehensive interdisciplinary health education and patient care.**

The department of **Integrative Medicine** established in 2014 caters to academic and patient care through integrative approach of complementary and alternative medicine (CAM) with allopathic treatment. The Department conducts M.Sc. and PhD (Yoga) programs, besides teaching, principles of Yoga as elective and value added courses for MBBS, BPT, and BSc-M.Sc. programmes. Thrust Area includes Dengue, back pain, Diabetes, Stress, Workplace wellness, Cancer. **SAMANVAYA** – A National level conference on Interdisciplinary conference is conducted every year.

The department of **Clinical Nutrition** and Dietetics established in the academic year 2017-2018 conducts Integrated B.Sc.–M.Sc.Clinical Nutrition and Dietetics program. The department of Physiotherapy has state of the art Hydrotherapy and modern equipment for pain clinic, mobility lab and for rehabilitation. Apart from conducting **Bachelor of Physiotherapy**, the department focuses on interdisciplinary research emphasising on patients with mobility impairment.

The academy has created a **Centre for Advanced Research in Excellence (CARE)** for conducting interdisciplinary research integrating basic sciences with medical sciences contributing to translational research. The facility is equipped with DNA Sequencer, RT- PCR, Karyotyping , Fluorescence Microscope, Electro-Blotter, PCR, cell culture and Gel-Doc. This exclusive facility with distinct objectives enables the academy to conduct research while providing quality healthcare and training in the relevant areas. These activities of interdisciplinary nature have enhanced learning opportunities for the students.

Department of Cell Biology & Molecular Genetics established in 2013 has been promoting research and academic programmes in genomics and molecular biology. Department conducts offers M.Sc. inaster of Science Molecular Biology and Human Genetics and Ph.D. Cytogenetics and Molecular Genetics. The focus of research is in **Genetic disorders commonly and rarely seen in this area which include Congenital anomalies in new-born, Congenital heart defects, Congenital ichthyosis, Hereditary multiple exostosis, Non-syndromic hearing loss and molecular biological aspects of Preeclampsia, Oral squamous cell carcinoma, Psoriasis, Chronic otitis media and structural biological aspects of**

proteins in diseases besides Phytochemical studies on lectins, Nanoparticle biosynthesis and Anti-cancer agents. These research facilities enabled the Academy for publication **conducting research which led to of 34 research papers and 3 patents**. The outcomes of the research have potentials for screening/prediction of several communicable and non-communicable diseases.

In Recognition of the facilities available in the Academy, **Department of Health Research, Govt. of India has recognised** the genetics and molecular biology laboratory for conducting Training Programme on **“Techniques in Genetics”** for the faculty of medical colleges throughout India.

The Department of Integrative medicine is involved in a **Multi centric (ICMR-NITM Belagavi and KLE Academy Belagavi) double blind clinical trial of AYUSH PJ7 (Ayurveda formulation) in Dengue patients**, funded by **CCRAS** (Ministry of AYUSH), New Delhi.

An interdisciplinary research project on **“innovative nutrition education intervention to improve nutrition knowledge in school children (KNEIP)”** is on-going in collaboration with clinical department.

The Academy has taken lead role during COVID 19 pandemic by establishing RT PCR lab for COVID 19 testing. RL Jalappa hospital is the main designated COVID care hospital in Kolar district for treating severely sick patients.

SDUAHER is actively collaborating with distinguished institutions in the fields of research, education and patient care

- Central council for research in Ayurvedic sciences (CCRAS), New Delhi
- Indian Institute of Sciences, Bangalore
- Centre for Brain Research, Bangalore
- NIMHANS
- ITC Life Sciences and Technology, Bangalore
- Karnataka Cancer society

Distinctiveness

As evidenced by the above accolades, SDUAHER has been successful and exemplary in providing interdisciplinary health care to the patients, training for medical and allied health students enabling them to acquire distinct professional attributes besides conducting translational research.

File Description	Document
Link of appropriate Web link in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

Sri Devaraj Urs Academy of Higher Education and Research has created a **quality conscious educational and health care milieu** as evidenced by the accreditation credentials. Significant improvements in research, teaching and learning process, community extension programmes and collaborations with Institutions of Excellence are ample evidence for the continued efforts to excel further in its performance.

The graduates of this Deemed to be University are with special attributes owing to their exposure to interdisciplinary training studded with Value Added and Certificate Courses.

In the past year there was a mandated paradigm shift in curriculum with the introduction of Competency Based Medical Education (*CBME*) in UG and PG programs. *CBME* for the PG curriculum has been implemented with introduction of Entrustable Professional Activities (EPAs), a contemporary concept in competency certification. Further, in its quest for academic excellence, the Academy has brought in upgradation in the form of launching UNESCO Chair of Bioethics (Haifa) at the University Bioethics Centre (UBEC) and/ commissioning of and Learning Management System (LMS).

The unwavering focus on research and innovation has been translated into a large number of publications in reputed journals. A number of Memorandum of Understandings has been endorsed so as to provide a fillip to research.

Considering the students as one of the major stake holders and their interests are of prime importance, a new hostel building for boys has been planned with an indoor badminton court which is nearing completion. Several aspects of student governance have now been digitized and thereby bringing a happy symbiosis of convenience, data accuracy, transparency and real time processing of information. Academy also garnered more PG degree seats due to enhancement and conversion of Diploma seats as mandated by the regulatory body.

Various policy reforms related to Human Resource Management have been brought into force. The accountability framework of the teaching and Non-teaching staff has been upgraded bringing more granularities in the Annual Appraisal System.

Over the years, **SDUAHER** has emerged as **an institution of repute for creation of socially committed, skilled and competent Medical and Allied Health professionals.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 26 Answer after DVV Verification: 24</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. The HEI has not provided the value of change incorporated during revision. Programmes with less than 20% change not considered. Reference to the MoM of Academic Council.</p>																				
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 417 Answer after DVV Verification: 357</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 517 Answer after DVV Verification: 461</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.</p>																				
1.3.3	<p>Percentage of students successfully completed the value-added courses during the last five years</p> <p>1.3.3.1. Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>924</td> <td>339</td> <td>336</td> <td>417</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>545</td> <td>295</td> <td>304</td> <td>339</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI was requested to provide the number of students who had opted and attended the value added courses. HEI was also requested to provide names of the students who attended and completed the VA courses in Excel format. The HEI was to provide year wise summary of the courses and the number of attendees signed by the registrar or the Dean. These have not been</p>	2019-20	2018-19	2017-18	2016-17	2015-16	924	339	336	417	0	2019-20	2018-19	2017-18	2016-17	2015-16	545	295	304	339	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
924	339	336	417	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
545	295	304	339	0																	

provided. As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

1.4.2 Feedback process of the Institution may be classified as:

Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
355	321	218	2525	1971

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
344	298	185	2513	1952

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
357	317	226	431	418

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
300	256	166	371	358

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. Data of Ph. D. Students has not been considered in the demand ratio

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
301	316	239	250	188

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
301	316	239	250	188

2.1.3.2. Total number of students enrolled in that year

Answer before DVV Verification:

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

2.3.4 Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year

Answer before DVV Verification : 248

Answer after DVV Verification: 248

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

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

Answer before DVV Verification : 2154.7 years

Answer after DVV Verification: 2154.7 years

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	1	1	0

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. Only awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* considered.

3.1.3	<p>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years</p> <p>3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>36</td> <td>35</td> <td>37</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	59	36	35	37	43	2019-20	2018-19	2017-18	2016-17	2015-16	01	01	00	00	00
2019-20	2018-19	2017-18	2016-17	2015-16																	
59	36	35	37	43																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
01	01	00	00	00																	
3.1.4	<p>Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>17</td> <td>10</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>04</td> <td>6</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	17	10	2	3	2019-20	2018-19	2017-18	2016-17	2015-16	0	04	6	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	17	10	2	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	04	6	0	0																	
3.1.5	<p>University has the following facilities</p> <ol style="list-style-type: none"> 1. Central Research Laboratory / Central Research Facility 2. Animal House/ Medicinal Plant Garden / Museum 3. Media laboratory/Business Lab/e-resource Studios 4. Research/Statistical Databases/Health Informatics 5. Clinical Trial Centre <p>Answer before DVV Verification : Any four of the above Answer After DVV Verification: Any two of the above</p>																				
3.4.2	<p>The Institution provides incentives for teachers who receive state, national or international recognitions/awards..</p> <p>Option</p>																				

1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4. Commendation certificate with cash award

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
116	204	222	250	310

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
116	204	222	250	310

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

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

Answer before DVV Verification:

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

520	535	522	525	538
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
520	535	522	525	538

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 14

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2485.14	2773.71	2309.28	1567.99	953.27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2485.14	2773.71	2309.28	1567.99	953.27

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

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

	<p>Answer before DVV Verification : D. Any two of the above Answer After DVV Verification: E. Any One of the above</p>
4.3.3	<p>Does the institution have an e-Library with membership/subscription for the following:</p> <ol style="list-style-type: none"> 1. e – journals / e-books consortia 2. e-ShodhSindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases <p>Answer before DVV Verification : Any Three of the above Answer After DVV Verification: Any two of the above</p>
4.3.5	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Two of the above Answer After DVV Verification: Any One of the above</p>
4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 96 Answer after DVV Verification: 83</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 96 Answer after DVV Verification: 96</p> <p>Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification. Classrooms and seminar halls not fitted with projector not considered. The HEI has included Practical rooms and Tutorial rooms which have been considered as class rooms in Medical college and only in physiotherapy of Allied Science department.</p>
5.2.2	<p>Average percentage of placement /self employed professional services of graduating students during the last five years</p> <p>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years Answer before DVV Verification:</p>

2019-20	2018-19	2017-18	2016-17	2015-16
186	202	216	181	180

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
184	198	214	179	180

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	10	05	06	05

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	04	01	01	01

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
54	45	25	42	42

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	41	20	24	35

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

during the last five years..

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
116	102	110	109	129

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
109	94	109	104	120

Remark : As per the HEI statement in the response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	17	17	8	11

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	16	16	7	10

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

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

Answer before DVV Verification : Any Three of the above

Answer After DVV Verification: Any Two of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of all programs offered by the institution during the last five years Answer before DVV Verification : 68 Answer after DVV Verification : 54

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1598	1389	1216	1194	1110

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1598	1389	1216	1194	1110

