



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution	
	Sri Devaraj Urs Academy of Higher Education and Research
• Name of the Head of the institution	Dr. B Vengamma
• Designation	Vice Chancellor
• Does the institution function from own campus	Yes
• Phone no. of the Vice-chancellor	08152243242
• Alternate phone No.	9880323216
• Mobile no (Vice-chancellor)	9880323216
• Registered Email ID (Vice-chancellor)	vicechancellor@sduaher.ac.in
• Address	Tamaka, NH-75
• City/Town	Kolar
• State/UT	Karnataka
• Pin Code	563103
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Private				
• Name of the IQAC Co-ordinator/Director	Dr. Muninarayana C				
• Phone No.	08152243160				
• Alternate phone no.	9880323216				
• Mobile No:	9448241717				
• IQAC e-mail ID	iqac@sduaher.ac.in				
• Alternate e-mail	registrar@sduaher.ac.in				
3.Website address	https://sduaher.ac.in/				
4.Whether Academic Calendar prepared during the year?	Yes				
• If yes, was it uploaded in the Institutional Website?	https://sduaher.ac.in/academic-calendar.html				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.66	2015	16/11/2015	15/11/2020
Cycle 2	B+	2.71	2022	05/07/2022	04/07/2027
6.Date of Establishment of IQAC			23/01/2016		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Is the composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
2023-24 Significant contributions made by IQAC during the current year		
<p>1. Academic Collaboration and MOUs of SDUAHER as an HIE with Other Universities & Industry. The MOU`s to have "LINKAGE" with other universities or industry. insisting on having national and international level linkages. The linkage in each of the MoU`s can be the following types - University-industry linkages, Consultancy (University staff and industry), Teaching and curriculum development, Sponsored Research, Joint Publication, Sponsor conference, seminars, Internship with research focus. Etc. Outcome Academy has 49 active MOU`s. out of which, 28 universities/educational institutions and 21 industries.</p>		
<p>2. Curriculum Development Cell (CDC) /Centre for curriculum development. Institutional Development Plan UGC guidelines 2024 as part of Academic enablers expects to have a CDC with one faculty as Director of CDC. will be the member secretary of CDC. Outcome Academy has established a Curriculum Development Cell with a core committee and a working committee. Also, SDUAHER Curriculum Design, Development and Approval policy 2024 has been implemented.</p>		
<p>3. SDUAHER - Institutional Development Plan (IDP) IQAC of SDUAHER has developed the IDP for two out of nine major components as per the UGC IDP 2024 guidelines i.e. 1. Digital enablers and 2. Academic enablers. Outcome SDUAHER has approved SDUAHER IDP-Information Technology (SIDP-IT) policy for addressing the digital enablers.</p>		

4. Review and Revision of IQAC policy of SDUAHER. The IQAC policy was revised with respect to the functioning mechanism of IQAC to be made based on NAAC criterion or attributes oriented. Outcome This revised policy has been adopted by SDUAHER from 22nd January 2024.

5. Revision of SDUAHER Institutional Distinctiveness attributes As per the observations made by the AAA team, UGC Deemed University 2023 regulations and the requirement of NEP regulations 2020 it was required that SDUAHER Institutional Distinctiveness to be modified with clear cut objectives. AAA team suggested that institutional distinctiveness framework can be adapted from the Sustainable Developmental Goals (17 goals) of UNESCO. Outcome: it is on process.

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

Plan of Action	Achievements/Outcomes
Criteria I 1. Strengthening outcome-based education with mapping to attainment in summative exams.	Mapping of summative exam attainment has been successfully completed for 19 academic programs, ensuring alignment with learning outcomes and performance metrics.
2. More curricular revisions with emphasis on skill enhancement, patient safety, Biosafety environment, and sustainable development goals (UNESCO 17 Goals).	10 program curricular revision has been done
3. Starting super specialty program in Geriatrics, Oncology.	M.Ch Surgical Oncology
4. Starting / strengthening sub-specialty in branches like Ophthalmology, Medicine, Surgery, Orthopaedics, OBG, and Dermatology.	<ul style="list-style-type: none"> • Infertility clinic Initiated By OBG • Weekly outreach speciality clinic at rural health training centre Initiated By Community medicine
Criteria II 1. Strengthening Mentor, Mentee Programs.	The mentorship program has been strengthened through a structured Mentorship Monitoring Committee and scheduled mentorship timings. A dedicated committee has been formed to oversee and guide the mentorship

	<p>process. Predefined schedules for mentorship sessions have been implemented to promote regular interactions. The monitoring committee conducts periodic reviews to evaluate the effectiveness of mentorship activities. Clear roles and responsibilities for mentors and mentees are defined and communicated. Induction program on mentorship are conducted for mentors and mentees to strengthen mentorship program. Every mentorship activity is recorded in the log/record book and feedback sent to the co coordinator with geo tag photo attached to the feedback.</p>
<p>2. To increase full-time Ph.D. students by providing fellowships and other research incentives and also encourage faculty to enrol for Ph.D.</p>	<p>A policy has been framed to incentivize SDUMC faculty members who enrolled in PhD programs. This initiative aims to encourage academic advancement and foster a culture of research excellence among the faculty. financial assistance provided for Ph.D work, presentation and publication incentives for Ph D scholars.</p>
<p>3. In the Skill lab, up-gradation of equipment is essential as models are old. High-end simulation modules are essential.</p>	<p>In skill lab, advanced equipments like Mega Kelly + vital SIM and CPR Lily PRO with tablet are established for enhancing student training. Mega Kelly is utilized for practicing auscultation, IV insertion, and catheterization, preparing students for real-world patient care. CPR Lily PRO offers precise, real-time feedback on compression depth, rate, and ventilation efficiency via a connected tablet and support</p>

	<p>collaborative CPR drills, enhancing teamwork and emergency response skills.</p>
<p>Criteria III 1. To increase the functional MOUs with national and international organizations / Universities.</p>	<p>Establishment of Additional MoUs: We have strategically planned to establish additional Memorandums of Understanding (MoUs) with both national and international organizations. Our aim is to expand the scope of academic, clinical, and research endeavors and foster enhanced collaborations in these domains.</p> <p>2. Planned and Executed Collaborative Activities Under MoUs for 2023-2024: - Adichunchanagiri University: Collaborative academic and research activities. - NIMHANS-NH-SKN Cohort Project: Partnership established through an MoU with NIMHANS, Bangalore, for comprehensive cohort research. I-KMC Project: Collaborative work with St. John's Medical College, Bangalore, led by Dr. Suman Rao. -RAK Medical and Health Sciences University, UAE: Formalized an MoU to enhance international academic and research opportunities. - Jain University: Collaboration in research activities involving Allied Health Sciences (AHS) and Basic Sciences (BS). - Audiology and Speech Pathology Collaboration: Agreement with the All India Institute of Speech and Hearing (AIISH), Mysuru, an autonomous institute under the Ministry of Health and Family Welfare, Government of India. - CSIR-IGIB Indian Breast Cancer Genome Atlas Project: MoU</p>

	<p>to participate in this significant national research initiative. 3. Number of MoUs and Collaborative Activities (Year-wise): - 2023-2024: 15 - 2022-2023: 11 - 2020-2021: 5 - 2019-2020: 3 4. Initiation of NAMS Cell: An application has been submitted to establish a National Academy of Medical Sciences (NAMS) Cell within the institute, marking a step toward academic excellence and networking.</p>
<p>2. More PG and UG are to be encouraged to apply for STS projects (ICMR and University grants)</p>	<p>ICMR STS Projects for Faculty and UG Students: Faculty members are actively encouraged to mentor undergraduate (UG) students in applying for the Indian Council of Medical Research (ICMR) Short-Term Studentship (STS) projects, fostering early research involvement. ICMR MD/MS Grants for Postgraduates: Postgraduate (PG) students are motivated to apply for ICMR MD/MS research grants to enhance their research competencies and contribute to impactful studies in their respective fields. RDC initiatives A bi-annual circular is issued by the Research and Development (R&D) Cell to all departments, informing them of ICMR grant opportunities as they arise. Heads of Departments (HoDs) are encouraged to promote these opportunities among PG students, ensuring wider participation in funded research projects.</p>
<p>3. To start a Bio Incubation Centre in the university and</p>	<p>Re-notification of IIC: The Institution's Innovation Council</p>

<p>prepare a start-up policy to encourage faculty to innovate and incubate.</p>	<p>(IIC) was re-notified To reinforce its commitment towards fostering innovation and entrepreneurship within the institute. Incubation Centre Development: A dedicated location for the incubation center has been identified, and the process for obtaining registration approval is currently underway. Policy Reviews: The IIC policy and startup policy have been thoroughly reviewed to align with current guidelines and enhance their effectiveness in supporting innovative ventures.</p>
<p>4. To increase publication by the faculty and post-graduates by improving the research ecosystem.</p>	<p>Monthly CEC Meetings: The Central Ethics Committee (CEC) conducts monthly meetings to encourage faculty and postgraduate (PG) students to initiate more research projects and enhance the number of high-quality publications. Revision of Publication Incentive Policy: The publication incentive policy was revised in April 2024 to better support and reward research contributions by faculty and students. To facilitate the Research projects separate Institutional Scientific Committee has been constituted Bi-Monthly Publication Board Meetings: The Publication Board meets every two months to review and approve incentives for eligible publications, ensuring timely recognition and support for scholarly work.</p>
<p>5. Collaboration with other Universities and medical</p>	<p>Strategic Faculty Appointments: Professors of Practice,</p>

<p>institutions may be made, and regular collaborative activities should materialize.</p>	<p>Professors of Eminence, and Adjunct Faculty are appointed annually to strengthen the academic and research ecosystem. A minimum of two collaborative activities are planned each year to leverage their expertise and foster interdisciplinary engagement. Collaborations with Institutes of National Importance: We have successfully established collaborations with institutes of national importance and are committed to expanding our portfolio of joint projects to further academic and research excellence. Collaborative Activities (Year-wise): 2023-2024: 6 2022-2023: 3 2020-2021: 2 2019-2020: 1</p>
<p>Criteria IV 1. IT infrastructure emphasis should be given to the installation of Display boards and smart boards.</p>	<p>Smart boards installed in UCHPE and MEU</p>
<p>2. Studio, YouTube channel, and community radio should be launched at the earliest.</p>	<p>The Academy has facilitated the academic events in the form of e content in the YouTube channel and other social media such as LinkedIn and Instagram.</p>
<p>3. Emphasis may be more on developing Subspecialty departments in all departments.</p>	<p>Sub Specialty clinics established: Infertility clinic ,and Hemophilia Clinic.</p>
<p>4. The Oncology Super specialty department may be established.</p>	<p>M.Ch Surgical Oncology department has been started</p>
<p>5. Unique dept "Clinical Nutrition and Dietetics" may be showcased.</p>	<p>Clinical Nutrition and Dietetics successfully showcased and integrated into specialty clinic offerings.</p>
<p>6.The College of Physiotherapy may be separate.</p>	<p>R L Jalappa College of Physiotherapy established, transitioning from the Department of Physiotherapy.</p>

<p>Criteria V 1. Training for Competitive Exams (NEET PG entrance examinations) should be organized more in number.</p>	<p>PG Exam Preparation Programs: Four specialized programs were conducted to train students for postgraduate entrance exams such as NEET and USMLE.</p>
<p>2. Career Counselling training programs should be conducted regularly.</p>	<p>Career Counseling Training: One career counseling training program was successfully conducted to guide students in their professional journey.</p>
<p>3. Pre-placement activities should be organized regularly.</p>	<p>Pre-Placement Activities: Over 75 students were recruited into various roles within the institution, including Tutors, Senior Residents, and Assistant Professors, showcasing the institution's commitment to career development.</p>
<p>4. The NSS activities are not satisfactory, more activities should be in place.</p>	<p>NSS Activities: More than seven activities were organized under the National Service Scheme (NSS), emphasizing community engagement and holistic student development.</p>
<p>Criteria VI 1. To conduct regular AAA Audits annually with internal and once in 3 years with external assessors</p>	<p>AAA audit was conducted on 22nd to 23rd August 2023 and the report was presented to the Academy. The report was converted to criterion matrix and timeframes were allocated for which some of the Targets such as starting of Super speciality and College were started under the ambit of The Academy.</p>
<p>2. To prepare an Institutional development plan with definite short and mid-term and long-term goals.</p>	<p>The Academy has prepared SDUAHER Institutional development Plan for Infrastructure and for Information technology were amended for the Academic Year 2023-24</p>

<p>Criteria VII 1. To revisit the best practices of the university to make them more outcome-based, and one of them related to the research of innovation and entrepreneurship, particularly in rural India.</p>	<p>Best Practice 1 : Title: Software enabled Question Paper generation from the structured question bank Best Practice 2: Title : Fluorosis research and referral laboratory (FRRL) in the Kolar region</p>
<p>Similarly, Institutional distinctiveness also requires modification with clear-cut objectives and analysis.</p>	<p>Focus on speech-language and hearing in a health science higher education institute Department of Speech Pathology and Audiology was established in 2018. The major objectives were to generate manpower, provide clinical care, conduct research, and educate public. The department currently offering B.ASLP and Ph.D. programs. During June 23-May 24, the department handled 4329 OPD cases and 2533 therapy sessions efficiently. Major clinical services include speech and language delays and disorders, voice therapy, fluency therapy, and intervention for neurogenic communication disorders such as aphasia, dysarthria, comprehensive hearing evaluations, auditory processing assessments, hearing aid dispensing, and aural rehabilitation. The New Born Screening program and Cochlear Implant scheme, Govt. of India are the major strengths of the department. The routine care for all new-borns, ensuring that any hearing issues are identified and addressed at early stages. The faculty actively engaged in research and one of the faculty is a co-investigator in government funded research project to AIISH, Mysore.</p>

	<p>Research work from staff was published, presented at national conferences, and got best presentation awards (two). The department also engaged in outreach activities (mainly screening camps and public education). The distinctiveness of department is that being only speech and hearing centre committed to serving the public of Kolar and neighbouring districts of Andhra Pradesh and Tamil Nadu.</p>
<p>IQAC Team 1. To proactively pursue the implementation of future plans of SDUAHER 2. To conduct regular AAA Audits annually with internal and once in 3 years with external assessors. 3. To prepare an Institutional development plan with definite short and mid-term and long-term goals.</p>	<p>The future plans are agenda points for discussion in monthly Assessment & Accreditation Monitoring Committee meetings conducted by IQAC, SDUAHER. SIDP-IT policy and CDC policy are the outcomes.</p>
<p>SDUAHER Authorities 1. Prominence to be on Multi Faculty University considering Pharmacy and nursing colleges.</p>	<p>The Academy has initiated the process of starting Pharmacy college and bringing the Nursing college under the Ambit of The Academy. The policy and regulation were abided and application were process in the current academic year.</p>
<p>2. Cancer hospital with the concept of practice (radiation / Med + Surgical specialty) may be considered.</p>	<p>R L Jalappa Institute of Oncology was started in the year 2021-22 and the academic program named MCh Surgical Oncology was started from the current Academic year.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Board of Management	26/12/2023
14.Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
<p>The Management Information System at SDUAHER is achieved by the effective utilization of the on-prem and web-based applications and these applications are being updated on regular basis with a relevant, precise and latest information. Added the new functionalities to the iWeb ERP Modules. Implemented the Online admission application in iWeb for the student registration process. Additional features added to the leave application module. HIMS dashboard to the management. Doctors and students are trained to use the EMR module of the HIMS. As part of digitalization the biomedical equipments are interfaced with HIMS application. Implemented the additional features in HIMS modules. Provided the complete training to the staff and nominated user champions on HIMS modules. Integration of ABHA with HIMS application POC completed for implementation of E-log book - study materials, PowerPoints, assignments, MCQs, timetables, displaying the venue of the classes, and exam practice papers - for PG students and faculties. Enhanced the Demedcon website for the UG medical conference. Additional features added to the hostel management application. Regular update of SDUAHER Social Media pages with Events, Achievements, etc. Online Purchase Request to raise the indent from store. Digitalization of Attendance, internal assessment, review of synopsis & thesis, question paper and publishing of results.</p>	
15.Multidisciplinary / interdisciplinary	
<p>The New Education Policy (NEP) 2020 envisions transformative changes in higher education by introducing a holistic and multidisciplinary curriculum. The policy aims to promote holistic academic growth by allowing students to choose from a diverse range of subjects and programs offered by the institution. In line with this vision, we are expanding our academic offerings beyond our existing medical college and Allied health & Basic sciences by planning to start a College of Pharmacy. The inspection has been successfully conducted, and we anticipate admitting students beginning in the academic year 2024-25. SDU College of Nursing (SDUCON) is already included within the ambit of SDUAHER. Additionally, our institution regularly</p>	

organizes interdisciplinary conferences, fostering collaboration across different disciplines. These conferences provide a platform for the exchange of research ideas and knowledge on topics that intersect various fields, furthering our commitment to a multidisciplinary approach in education.

16.Academic bank of credits (ABC):

After receiving approvals from the Academic Council and the Board of Management, SDUAHER has successfully implemented the Academic Bank of Credits (ABC) in alignment with the guidelines proposed by the New Education Policy (NEP). SDUAHER is now fully registered under the ABC framework, enabling students to take advantage of multiple entry and exit points across various academic programs. This system also allows students to earn and accumulate credits not only from our institution but also from other registered Higher Education Institutions (HEIs), as well as through national initiatives like SWAYAM, NPTEL, and other recognized Open Online Courses. Currently, a total of 607 students have already enrolled in the Academic Bank of Credits, paving the way for greater flexibility and academic mobility.

17.Skill development:

The university's skill enhancement program equips students with a well-rounded set of competencies essential for both personal and professional success. Soft skills development emphasizes interpersonal skills, teamwork, adaptability, conflict resolution, and leadership. Through workshops and group exercises, students build confidence and emotional intelligence for diverse settings. Language and Communication skills development focuses on clear, persuasive communication, enhancing students' presentation and writing skills, enabling them to convey ideas effectively in professional contexts. Yoga and wellness promotes mental and physical health, introducing students to mindfulness practices, stress management, and wellness strategies that support resilience and productivity. Human value development encourages ethical reflection, empathy, and social responsibility. Activities foster a sense of accountability and respect, underscoring the importance of ethics in all actions. Personality and professional development supports self-awareness and growth, helping students identify strengths and areas for improvement. Training covers time management, confidence building, and professional etiquette. Employability skills development prepares students for the job market with practical training in resume writing, interview preparation, and adaptability to workplace demands. Skills lab offers a simulated clinical environment where students practice

foundational and advanced skills, gaining confidence, accuracy, and proficiency in patient care before real-world application.

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

The academy focuses on blending traditional Indian practices, such as Yoga, Ayurveda, and Panchakarma, into modern academic, clinical, and research frameworks. This initiative seeks to enhance educational programs, contribute to evidence-based research, and provide holistic healthcare, while also promoting cultural outreach through national and international collaborations. Academics: The Academy offers comprehensive programs in Yoga, Ayurveda, and Panchakarma within the Department of Integrative Medicine, including BSc and MSc in Yoga and a Panchakarma therapist training course. Additionally, yoga is integrated into various healthcare curricula, such as BPT, BASLP, nursing, and MBBS, as value-added or elective courses. Research: The Academy is actively involved in Yoga and Ayurveda research, with notable projects, including a CCRAS-funded study on an Ayurvedic formulation for dengue fever. Numerous research articles have been published in peer-reviewed journals. Clinical: Yoga therapy is provided at no cost to oncology and psychiatry patients at R.L. Jalappa Hospital and Research Center. Activities: The Academy regularly celebrates National Importance Days, such as the International Day of Yoga and National Ayurveda Day, along with awareness camps, workshops, and conferences collaborating with national and international institutes. The Academy also conducts cultural activities to instill the knowledge of India's rich and diverse culture in the students

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

SDUAHER is dedicated to fostering excellence in healthcare education through an Outcome-Based Education (OBE) framework. In programs such as physiotherapy, clinical nutrition, and allied health sciences, the OBE approach emphasizes measurable learning outcomes aligned with global healthcare standards. In the physiotherapy program, students develop advanced clinical reasoning, evidence-based practice skills, and patient-centered care strategies. The curriculum ensures competency in assessment, diagnosis, and therapeutic interventions, with defined outcomes tailored to diverse clinical settings. The clinical nutrition program integrates OBE to prepare students for practical applications in dietary management, therapeutic nutrition, and public health nutrition. The focus is on achieving proficiency in individualized nutrition planning and community-based interventions. For allied health sciences, OBE facilitates the acquisition of interdisciplinary skills essential

for collaborative healthcare delivery. Students are assessed on their ability to perform diagnostic and therapeutic procedures with precision and ethical integrity. SDUAHER implements continuous evaluation through formative and summative assessments, ensuring alignment with program outcomes. Regular feedback from stakeholders, including faculty, students, and employers, aids in curriculum refinement. This commitment to OBE equips graduates with the skills, knowledge, and attitudes necessary to excel in healthcare professions, embodying SDUAHER's mission of transformative education.

20.Distance education/online education:

In alignment with the goals of expanding digital learning opportunities, both Medical students and Allied Health & Basic Sciences (AH & BS) students at SDUAHER have actively enrolled in Massive Open Online Courses (MOOCs) available on platforms such as NPTEL and SWAYAM. These courses provide valuable resources for students to enhance their knowledge and skills beyond traditional classroom settings. In addition, several members of the teaching faculty have successfully completed WHO Open Courses under the Health Emergencies Programme, further strengthening their expertise in managing global health crises. This integration of distance and online education into the academic framework demonstrates the university's commitment to fostering a learning environment that embraces modern educational tools and platforms.

Extended Profile

1.Programme

1.1	52
Number of all Programmes offered by the Institution during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	1996
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	321
Number of graduated students during the year	
File Description	Documents
Data Template	View File
3.Academic	
3.1	282
Number of full-time teachers during the year	
File Description	Documents
Data Template	View File
3.2	282
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	18519.69
Total expenditure excluding salary during the year (INR in lakhs)	
File Description	Documents
Data Template	View File
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.	
The Academy offers various programs addressing the health care needs in both Faculty of Medicine and Faculty of Allied Health and Basic Sciences. The approach of Sri Devaraj Urs Academy of Higher Education and Research to curriculum development reflects a	

commitment to meet the evolving healthcare needs and ensuring academic relevance. The structured approach to curriculum development and revision helps ensure that the educational programs are dynamic, responsive to healthcare advancements, and aligned with the demands of the healthcare sector and societal needs. It also promotes a culture of continuous improvement and adaptability within the institution.

The incidence of cancer is on the rise globally, including India. With this increase comes the necessity for specialized training and expertise in managing oncology patients. Surgical oncology is a critical component of cancer treatment, and the need for skilled professionals in this field is more pressing than ever. By offering M.Ch. program in Surgical Oncology, it will focus on the latest advancements in surgical oncology, enabling clinicians to provide state of art treatment options and enhance patient outcomes. The starting of M.Ch. program in Surgical Oncology at SDUMC, Kolar, is a necessary step to address the growing needs in cancer care.

File Description	Documents
Curricula implemented by the University	https://sduaher.ac.in/storage/1731322289.24611.1.1CurriculaimplementedbytheUniversity.Omiv.pdf
Outcome analysis of POs, COs	https://sduaher.ac.in/storage/1732181589.92351.1.1OutcomeanalysisofPOsCOs.oND9.pdf
Any other relevant information	NIL

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

10

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

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

The Faculty of Medicine (FOM) and the Faculty of Allied Health and Basic Sciences (FAH&BS) have distinct yet complementary approaches to preparing students for successful careers in healthcare and related fields.

The CBME curriculum for FOM under the National Medical Commission focuses on core competencies for medical graduates like clinician, communicator, leader, professional, lifelong learner and researcher. These competencies enhance graduates' ability to integrate into healthcare settings which is crucial for both employment and entrepreneurship. The AETCOM Module focuses on improving communication skills and awareness of ethical dilemmas in patient care with empathy.

Simulation and Skill Labs provides hands-on experience in performing psychomotor skills. This will improve the confidence, thus making students better prepared for clinical settings by bridging the gap between theory and practical application.

FAH&BS programs are Skill-Oriented and vocational in nature, prepares graduates for practical, field-specific applications in allied health professions. It imparts hands-on skills, knowledge which directly strengthens healthcare supporting roles. The Academy collaborates with various organizations to improve the expertise among the students.

Both Faculties ensure that graduates are equipped with a broad range of skills to enhance their employability. The emphasis on

leadership, professional behaviour, and practical skills supports entrepreneurial ambitions of the students.

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

1.2 - Academic Flexibility

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

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

25

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	No File Uploaded

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

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year**01**

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

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year**1.2.3.1 - Number of courses offered across all programmes during the year****491**

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

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Academy is committed in ensuring that students are academically, proficient, socially conscious, ethically grounded and prepared to handle the complexities of modern healthcare.

The key aspects addressed include:

Gender Sensitization: Integrating gender sensitization into curriculum ensures that students are aware of and can contribute to efforts aimed at achieving gender equity. This prepares graduates to advocate for inclusive practices and policies, thereby fostering a more equitable society.

Environment and Sustainability: With the growing determination of environmental sustainability, it is vital for students to understand the principles of environmental safety and sustainable development. By inclusion of these topics in programs, Academy empowers students to contribute to environmental conservation and implement sustainable practices.

Attitude Ethics and Communication (AETCOM) Module: The integration of AETCOM addresses fundamental aspects like cultivating professional qualities, understanding the roles of healthcare providers, and enhancing communication skills. This will equip students to thrive in the complexities of modern healthcare environments and fulfill their roles with professionalism and empathy.

Electives in ethics: Integrating electives in ethics for students of Allied Health and Basic Sciences is essential for enhancing their professional practice and maintaining research integrity. These electives will positively impact the educational environment and quality of training provided to students.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://sduaher.ac.in//storage/1724928310.0899Listofcoursesthatintegratecrosscuttingissues.PU4Q.pdf
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://sduaher.ac.in//storage/1724928310.0953Descriptionofthecourses.6XRn.pdf
Any other relevant information	No File Uploaded

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

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

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

738

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	No File Uploaded

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

To ensure a holistic education, it is crucial for students to participate in field trips, research projects, industry internships, and community service as integral components of their curriculum.

1. **Field visits & community Postings:** This will help students see the practical side of medicine and understand the broader context of health beyond the clinical setting. Students gain insights into a variety of health issues that might not be apparent in a hospital environment, such as chronic diseases, lifestyle factors, and social determinants of health. In a community setting, resources are limited, and students will learn to adapt and find practical solutions enhancing their problem-solving abilities.

2. **Research Projects:** The students of the Academy undertake research projects to enhance their research skills and conduct high-quality research under the guidance of faculty. This will create ethical awareness regarding consent, confidentiality in research among students.

3. Industry internship: Students of Allied Health and Basic Sciences have Industry Internship to give undergraduate students hands-on experience in their respective fields. This will enable them to apply theoretical knowledge, gain practical skills, and build professional networks. They also bridge the gap between academic learning and industry requirements, making students more competitive in the job market.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://sduaher.ac.in//storage/1725004341.83391.3.4ListofProgrammesandnumberofstudentsURL.qyfm.pdf
Any other relevant information	NIL

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://sduaher.ac.in/storage/1732611472.42671.4.1URLforfeedbackreport.NEjG.pdf
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback process of the Institution may

A. Feedback collected, analyzed

be classified as:	and action taken on feedback and such documents are made available on the institutional
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File Description	Documents
URL for stakeholder feedback report	https://sduaher.ac.in/storage/1732611472.42671.4.1URLforfeedbackreport.NEjG.pdf
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	No File Uploaded
Initial reservation of seats for admission	View File
Any other relevant information	No File Uploaded

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

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

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

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

339

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

2.2 - Catering to Student Diversity

<p>2.2.1 - The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement</p>	<p>A. All of the Above</p>
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File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	No File Uploaded

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

2.2.2.1 - Total number of students enrolled in the specified year

1996

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Educational teaching methods include active learning methods which requires student's engagement within and beyond classroom and caters to all the three domains of learning: cognitive, psychomotor & Affective. Integrated teaching- Students are exposed to case-based learning, problem solving and inter department symposia so that they possess inquisitive approach in acquiring knowledge across various disciplines. Self-directed learning - Students 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, Google class rooms, whatsapp-based discussion, Institutional LMS increases students participation. Seminars, journal clubs and symposiums to enhance their analytical and synthesis skills of the high cognitive domain. Problem solving methodologies-Small group teaching methods like Modified team-based learning and Objective triggered learning have stimulated exploratory learning in students. Patient-centric and Evidence-Based Learning- Students acquire skills through Cadaver-based learning & skill lab training Bed side, lab-based teaching facilitates and Dissertation works imbibe skills to practice Evidence Based Medicine. Learning in Humanities occurs through inclusion of ethic and humanities in UG programs with reflective practice. Project based Learning through small group projects facilitates kinesthetic learning. Role plays are used for affective domain like attitude and communication in the clinical departments.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://sduaher.ac.in/storage/1733812993.60642.3.1listofstudentcentricmethods.cTRn.pdf
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution: 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and

A. All of the Above

simulation methods of teaching-learning

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

Information and Communications Technology (ICT) enabled teaching - learning methodologies are utilized across all courses under the faculties of medicine and allied health sciences. 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. Institutional LMS is well utilized by the students for learning purposes by revisiting the lecture classes, as the learning materials are uploaded and retrievable in the LMS window of the Academy website. University Library has 50 computers, LAN connectivity and 2Gbps Internet bandwidth. It is digitalized with Ebooks, E-Journals, E-newsletter, faculty publications and question banks preserved in DSpace server. Library provides remote access facility to e-resources subscribed by the SDUAHER, like ClinicalKey by Elsevier Science, UpToDate: Evidence-based Clinical Decision Support, PubMed,

Directory of Open Access Journals and National Digital Library, J-Gate Plus (ShodhSindhu) & MedOne Communication Science covers the major clinical and healthcare disciplines, which can be accessed through sduaherlibrary.knimbus.com. The Library provides research service support tools i.e. Grammarly and Turnitin (Plagiarism) software and SPSS to enhance research work.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://sduaher.ac.in/storage/1726725797.99912.3.3listofICTtools.bXsD.pdf
List of teachers using ICT-tools	https://sduaher.ac.in/storage/1731322427.1655ListofteachersusingICT-tools.PQy5.pdf
Any other relevant information	<u>NIL</u>

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
282	1996

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

2.4 - Teacher Profile and Quality**2.4.1 - Number of fulltime teachers against sanctioned posts during the year****282**

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

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year**2.4.2.1 - Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered****37**

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

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

1787

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

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

90

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

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

110

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

2.5 - Evaluation Process and Reforms

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

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

9

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

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

105

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

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

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

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://sduaher.ac.in/storage/1726042020.33412.5.3ExaminationreformsRevaluationURL.3f9x.pdf
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

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

The Academy has implemented the following reforms in the current year

1. Digital evaluation of postgraduate synopsis and report generation by the digital valuation system
 - The post graduate synopsis submitted are scanned and uploaded into Digital valuation system.
 - Web link for evaluation of synopsis is sent to the external reviewer selected from the Panel of External Examiners.
 - The external reviewer reviews the synopsis and fills up a checklist with a marking grid. At the end, there is an option given to the reviewer to "Accept" or "Reject" the synopsis mentioning the comments in the space provided to the reviewer.
 - The entire report can be generated in the form of pdf/ excel sheet.
 - All the synopsis reports of all post graduate programs including the detailed comments of external reviewers shall be downloaded, compiled and sent to the Office of the Principal confidentially (both hard and soft copies of reports) for further process.
1. Capturing the details of external examiners and updating the list of external examiners for all the programs offered by the Academy.

- The external examiners selected from the Panel of Examiners for all the programs shall be provided with secure login credentials. (OTP enabled verification of examiner logins)
- As the examiner’s login, the details of external examiners will be captured including designation, teaching experience, subject expertise, bank account details etc.
- An extensive database of external examiners can be maintained in the Digital Valuation system.

File Description	Documents
Details of examination reforms implemented during the year	https://sduaher.ac.in/storage/1726042195.97832.5.4ExaminationReforms-Automation.mT8E.pdf
Any other relevant information	View File

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

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

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	No File Uploaded
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the

website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

The programs offered by the institute have specific learning objectives aimed to attain requisite graduate attributes enabling them to possess specific knowledge and skills, and exhibit professionalism and entrepreneurship, and are defined in the respective curriculum and are being revised in line with the regulatory body directives and feedback inputs from the stakeholders.

The assessments are aligned with the outcomes of the course. Continuous assessments include assignments, projects, periodic assessment tests, log book entries, etc. The postgraduate programs have workplace-based assessments like mini CEX, DOPS, and multi-source source feedback for formative assessments. Objective structured practical/clinical examinations have been implemented to assess psychomotor skills with a dedicated facility created to conduct this evaluation process.

Skill lab and clinical simulations facility are being reorganized to achieve the dual goals of conducting assessments and training. The choice-based Credit system has been adopted for all the undergraduate programs under the faculty of allied health and basic sciences.

Evaluation reforms are incorporated including the use of standardized subjects and skill labs for clinical examination. Case presentations and discussions are conducted both in formative and summative assessments to test abilities of communication, reasoning, and analysis. Automated question paper generation using a blueprint is being used.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://sduaher.ac.in/storage/1731320782.3316Relevantdocumentspertainingtolearning.I7wh.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://sduaher.ac.in/storage/1732267919.41992.6.1Methosoftheassesment.Vfx4.pdf
Any other relevant information	No File Uploaded

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

454

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://sduaher.ac.in/storage/1726042321.63572.6.2ReportformCOEURL.4NBK.pdf
Any other relevant information	No File Uploaded

2.7 - Student Satisfaction Survey**2.7.1 - Online student satisfaction survey regarding teaching learning process**

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

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

SDUAHER promotes and supports research innovation, collaborations and consultancy. The policy for research supports development and implementation of research at SDUAHER where the faculty, PG's and UG's of Medical as well as AHS carries out research without obligation. Research and Development Cell headed by the Director is constituted for augmenting research in the Academy. Research related activities are monitored by R&D Core Committee, Institutional Research Committee (IRC), University Research Advisory Board (URAB),

Central Ethics Committee (CEC), Publication Board and Publication grievance Board.

A budget of Rs. 200 lakhs has been earmarked annually for various research and Innovation activities and utilized and exceeded to 173.25lakhs as seed grants, Publications, Incentives, establishment of Clinical Trial Centre and conduct of various Research training Programs etc.

The following methods are adopted for implementation and monitoring of research activities:

- Active collaboration with other research institutes by getting MoU
- Seed grant is provided to faculty for intramural research projects and UG projects up to Rs.15,000 and PG projects up to Rs.50,000
- Approved Ph. D projects are supported with Rs.2 lakhs
- Faculty are Incentivised for publications and Patents
- Workshops on Research Methodology, GCP, GLP, IPR, Research grant Writing, Scientific writing are organized

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

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

173.25

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

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

122

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	View File

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

7

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

3.1.5 - University has the following facilities Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research	B. Any 4 of the Above
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File Description	Documents
Videos and geo-tagged photographs	https://sduaher.ac.in/storage/1734325445.58923.1.5-GeotagURL.9Szo.pdf
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

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

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

06

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

01

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

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

03

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

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

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

04

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

3.3 - Innovation Ecosystem

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

Sri Devaraj Urs Academy of Higher Education and Research Incubation Policy with a vision to create job opportunities for students, faculty, and the broader community, and to foster skill development, Sri Devaraj Urs Academy of Higher Education and Research established an Innovation and Incubation Center (IIC) on campus. This initiative was initially notified under no. SDUAHER/KLR/ADMN/469/2020-21 on 18th June 2020. The policy has been renotified in 2024 to reaffirm the Academy's commitment to supporting innovation and entrepreneurship.

Purpose:

- To overcome common challenges the nation faces in quality education, healthcare, research, and community services.
- To fulfill this purpose, the Institution provides infrastructure, resources, and other necessities to innovators and entrepreneurs.

Objectives are to:

1. Fulfill "Make in India" concept
2. Create an ecosystem for establishing start-ups with recognition by the Government of India
3. Motivate stakeholders to become entrepreneurs
4. Extend the resources of the Academy to entrepreneurs
5. Mentor entrepreneurs to convert their ideas into viable businesses

The Incubator aims at providing each start-up/incubatee with an exclusive office space and access to available infrastructure on payment or charity, decided on case-by-case basis. Mentor/adviser/consultant for the incubation centre shall be faculty of the Academy and include external experts if required.

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

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

Sri Devaraj Urs Academy of Higher Education and Research has significantly bolstered its research capabilities through a series eight of targeted workshops and seminars during the year June 2023-May 2024. These initiatives have greatly enhanced the knowledge and skills of faculty, students and stakeholders in essential areas such as Intellectual Property Rights (IPR), research methodology, and grant writing and a specialized course on IP innovation in healthcare.

The institution has also hosted a National Scientific Conclave on Translational Research and conducted workshops on Nutritional Genomics and Good Laboratory Practice benefiting students. Furthermore, guest lectures on Selenium-Dependent Metabolic Reprogramming and the Applications of Artificial Intelligence in Medical Science have provided valuable insights into advanced research topics.

In addition to these activities, the institution offers value-added course, fosters research collaborations, and supports extramural projects by students. Collectively, these efforts underscore the institution's commitment to advancing research and innovation, equipping both faculty and students with the tools and knowledge needed to excel in their fields.

File Description	Documents
Reports of the events	https://sduaher.ac.in/storage/1735272103.2883.3.2Reportsoftheevents.LVly.pdf
List of workshops/seminars on the above conducted during the year	https://sduaher.ac.in/storage/1735272103.31513.3.2Listofworkshops.slm2.pdf
Any other relevant information	No File Uploaded

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

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

6

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://sduaher.ac.in/awards-and-recognitions.html
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

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

00

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

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

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

3.4.2 - The Institution provides incentives for teachers who receive state,national or

A. All of the Above

**international recognitions/awards. Options:
 Career Advancement Salary increment
 Recognition by Institutional website
 notification Commendation certificate with
 cash award**

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

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

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

01

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

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

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

102

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://sduaher.ac.in/research.html
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

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

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

201

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://sduaher.ac.in/storage/3.4.6_2024.xls x
Names of the indexing databases	View File
Any other relevant information	View File

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

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

07

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

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

1.612

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

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

6.5

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

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

The Academy has established a comprehensive Intellectual Property Rights (IPR) policy to support and enhance research and collaborative efforts by its faculty and students.

IPR Policy and Support:

The Academy actively promotes research through its IPR policy, which encourages faculty and students to engage in innovative projects.

Workshops on research methodology and IPR are regularly conducted to train faculty and students in generating and conceptualizing innovative ideas.

Patent Filing and Costs:

The Academy covers the entire cost of filing patents, which removes financial barriers for researchers.

Preliminary verification and validation of project proposals, along

with obtaining mandatory approvals, are managed by the Research and Development (R&D) department.

Incubation Center:

An incubation center has been established to help faculty develop their inventions or innovations into start-up companies, providing essential support for commercialization.

Consultancy Services:

Faculty are encouraged to utilize internal resources to offer consultancy services in areas like molecular research, clinical trials, and clinical trainings, employee health management.

Royalty Sharing:

The policy stipulates a royalty-sharing arrangement between the inventor and the Academy, with a 60:40 split in favour of the inventor.

Industrial Collaboration:

The Academy is also working on establishing industrial collaborations to further enhance its research and innovation ecosystem.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://sduaher.ac.in/storage/1725515639.01163.5.1MinutesofBoMrelatedtoIPRandconsultancypolicy.1ac2.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://sduaher.ac.in/storage/1725515639.01443.5.1LinktosoftcopyoftheIPRandConsultancyPolicy.im06.pdf
List of the training / capacity building programmes conducted during the year	https://sduaher.ac.in/storage/1725515639.001Listofthetraining.kcAX.pdf
Any other relevant information	https://sduaher.ac.in/storage/1736144303.01533.5.1AnyOtherURL.KYIW.pdf

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year**3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)**

70.39

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

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

433

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

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

902

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

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has garnered numerous accolades from government and non-governmental institutions for its unwavering commitment to societal welfare and selfless services.

The Government Higher School of Lakshmipura in Srinivaspura Taluk, Kolar District, has officially recognized and appreciated the efforts of the Fluorosis Research and Referral Laboratory under the aegis of the Department of Biochemistry at Sri Devaraj Urs Medical College. This recognition highlights the laboratory's pivotal role

in advancing fluorosis health education and its dedicated work towards mitigation strategies.

In addition, SDUAHER has received commendation letters from St. Francis De Sales Pre-University College, Tamaka, Kolar and SVV High School, Nangali, Mulbagal, and other educational institutions. These accolades acknowledge the Academy's leadership and proactive participation in school health education programs focused on fluorosis awareness and its mitigation, reaffirming its strong commitment to societal well-being.

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

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

Sri Devaraj Urs Academy of Higher Education and Research is a pioneer in serving the community since its inception. It has been a crusader in advocating and promoting health awareness as well as healthy and hygienic practices among the public. The various departments of the academy conduct several awareness programs individually as well as in collaboration with other government and non-government organizations such as screening the school children for any speech and hearing defects, Bike rally as a part of Cancer awareness programs, conducting creative competitions to school and college going students like Poster drawing competition, speech oration.

Students of the academy actively take part in the various activities upholding the social responsibilities such as swachh bharath, environmental awareness programs, awareness programs in schools, colleges and other community places.

The promotion of early treatment and diagnosis is a crucial responsibility taken up by the academy and it conducts free general check-up camps, community health camps and provides free medications

to the public, discounted charges for Outpatient charges, inpatient charges, , free spectacles, free dermatological procedures, free deliveries (normal and LSCS), economical surgery packages, investigations and imaging modalities (CT/MRI/Ultrasound) and hence addressing several key issues like healthcare access, economic barriers, and public health outcomes.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://naac.sduaher.ac.in/geotag-gallery-criteria3-3.6.2.html
Link for additional information	NIL
Link for additional information	NIL

3.7 - Collaboration

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

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

57

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	https://sduaher.ac.in/storage/1735028087.61733.7.1Collaborativeactivities_organized.6T90.pdf
Any other relevant information	No File Uploaded

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

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

during the year

49

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Sri Devaraj Urs Academy of Higher Education and Research is committed to delivering cutting-edge healthcare education and clinical training. Over the past year, significant upgrades have been made to the institution's physical and clinical infrastructure to enhance teaching, learning, and patient care.

The upgraded clinical departments include Urology, Neuro Surgery, and Plastic Surgery. Each department now features state-of-the-art minor operating theatres equipped with advanced surgical lights, modern beds, and sterile environments. Additionally, super specialty outpatient departments (OPDs) have been revamped with modern consultation rooms and specialized examination areas.

The super specialty wards provide advanced care in Urology, Neuro Surgery, and Surgical Oncology, offering facilities such as motorized patient beds, dedicated nursing stations, and seminar rooms. Each department also now houses seminar halls with a total area of 325 sq. ft. per hall.

The Medical Education Unit (MEU) has expanded to a built-up area of 814 sqm and includes director cabins, seminar rooms, a library, a multipurpose hall, and other key facilities, supporting both faculty and student learning. These enhancements ensure compliance with regulatory standards and offer an enriched educational environment.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://sduaher.ac.in/storage/1725528180.35Teaching-learningandskillsacquisitionfacilitiesintheInstitution.zQKt.pdf
Geotagged photographs of the facilities	https://naac.sduaher.ac.in/geotag-gallery-criteria4-4.1.1.html
Any other relevant information	https://sduaher.ac.in/storage/1725528180.3534Invoices Anyotherrelevantinformation.oEep.pdf

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

Sri Devaraj Urs Academy of Higher Education and Research provides extensive facilities to support the physical, recreational, and cultural needs of students and staff. The campus is equipped with both indoor and outdoor sports facilities, a gymnasium, yoga center, and an auditorium for various events.

Sports activities are well-supported, with students participating in intercollegiate events like AIIMS "Pulse 2023," Bengaluru Medical College's "Cobalt Skies 2023," JIPMER "Spandan 2023," and JSS Medical College's "Tatvam 2023." Teams regularly compete in cricket, football, volleyball, badminton, and futsal, showcasing the academy's commitment to fitness and competition.

Internally, events like the SDU IPL, badminton and basketball leagues, Fit India Week, and Funmela are held annually to promote health and camaraderie. Cultural activities are equally encouraged, with the annual cultural fest "PARVA" being a major highlight, alongside participation in external events like "Akashotsav 2024." Students have earned accolades in sketching, singing, drama, fashion shows, and group events, reflecting the institution's vibrant cultural scene.

These facilities and events foster a well-rounded campus environment that promotes physical fitness, artistic expression, and community engagement.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://naac.sduaher.ac.in/geotag-gallery-criteria4-4.1.2.html
Any other relevant information	https://sduaher.ac.in/storage/1734948952.28844.1.2Anyotherinformation.GwV1.pdf

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) provides a well-rounded campus experience, offering essential facilities that meet students' day-to-day needs. The institution has 12 hostels—7 for men and 5 for women—spanning 48,540 sqm, equipped with necessary amenities like kitchens, dining areas, RO-UV filtered drinking water, and free WIFI. Reading rooms and recreational halls further support both academic and social activities.

The hostels maintain a safe and comfortable environment with surveillance systems, fire extinguishers, and secure entry points. Additionally, recreational spaces, such as indoor badminton courts, are available to enhance student well-being. Though the campus is not newly equipped, SDUAHER's focus on sustainability includes solar power integration, with panels generating 64,000 KWh units annually. The campus features ample greenery, with teak, fruit trees, and a herbal garden, creating a serene and refreshing atmosphere. Facilities like ramps, railings, and lifts ensure inclusivity for all students.

Overall, SDUAHER continues to provide adequate, well-maintained facilities that promote a balanced living and learning environment for students and staff.

File Description	Documents
Geotagged Photographs of Campus facilities	https://naac.sduaher.ac.in/geotag-gallery-criteria4-4.1.3.html
Any other relevant information	Nil

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

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and

augmentation during the year (INR in lakhs)**8748**

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

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

The RL Jalappa Hospital and Research Center offers an extensive range of clinical teaching and learning facilities in line with regulatory body norms, ensuring a robust learning environment for medical students. The hospital is well-equipped with 1204 beds and departments that span key specialties such as Anesthesiology, Surgery, Orthopedics, ENT, Medical Intensive Care Unit, Physiotherapy, and Radiology. Cutting-edge infrastructure includes state-of-the-art operation theatres, Intensive Care Units, Pediatric Intensive Care Units, and Neonatal Intensive Care Units.

The hospital integrates modern medical technologies into clinical education with tools like multi-parameter monitors, syringe pumps, and advanced anesthesia workstations, contributing to immersive learning experiences. These facilities are further enhanced with audio-visual systems for real-time clinical demonstrations. In 2023-24, new equipment acquisitions such as syringe pumps and patient warmers ensure compliance with National Medical Commission guidelines, further improving the training capacity and the quality of clinical education for both undergraduate and postgraduate students.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://naac.sduaher.ac.in/geotag-gallery-criteria4-4.2.1.html
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://sduaher.ac.in/storage/1730714152.5483Listoffacilitiesavailableforpatientcareteaching-learning.rT7X.pdf
Any other relevant information	https://sduaher.ac.in/storage/1730714152.518Thefacilitiesasperthestipulations.KdD4.pdf

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

Sri RL 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 is giving efficient services to community. There are 1204 beds for inpatient care as per requirement of statutory council. Average in patient occupancy is 82%. Clinical bed side teaching takes place in various wards in bed side teaching rooms attached to wards to inculcate clinical skills in students. The hospitals have well equipped surgical suits for minor and complex surgeries. Average of about 810 major surgeries, nearly 2880 minor surgeries are being carried out in hospital every month with facility of live telecast. There are 200 beds in ICU 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, and mechanical ventilation in these units. Average 7668 pathology, biochemistry, microbiology investigations and 500 radiological investigations takes place on daily basis.

OPD AND IPD statistics

Months

Jun 23

Jul 23

Aug 23

Sep 23

Oct 23

Nov 23

Dec 23

OP

33265

33798

33717

33111

35562

42038

42796

IP

24326

24883

24246

24268

25745

29564

30297

Months

Jan 24

Feb 24

Mar 24

Apr 24

May 24

OP

52539

53488

52580

50570

49905

IP

32658

28361

27253

27486

31434

File Description	Documents
Outpatient and inpatient statistics for the year	https://sduaher.ac.in/storage/1734946755.8009Outpatientandinpatientstatistics.Tze6.pdf
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://sduaher.ac.in/storage/1734946755.8289Descriptionoftheadeguacy.fjCO.pdf
Link to hospital records / Hospital Management Information System	Nil

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health	A. All of the Above
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File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	No File Uploaded

4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.	D. Any 2 of the Above
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File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	No File Uploaded
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

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

University Library is a user`s Hub-Centre and is predominantly automated using a licensed version of the Integrated Library Management System (ILMS) of the entire Automation System for Library (EASYLIB) web 6.4a cloud version. This software integrates all library operations in network mode to track books, patrons, dues, inventory, etc. The software has barcoded facilities for accessing the library. The library updates the latest edition books periodically and renews e-resources and databases every year. The library has an NMEICT-funded wide bandwidth ? 1GBPS internet facility with a Wi-Fi access point to access, search & download e-resources and institutional repositories. Stakeholders can access subscribed e-resources remotely from sduaherlibrary.knimbus.com portal 24/7.

Library automation started in 2003 and usesthe entirelibrary automation system (EASYLIB).

The present version has been updated with the following features from June 2023 to May 2024

1. Ability to integrate Nursing and Medical Data for the purpose of Students visits Management at the Medical College Library
2. Inventory Management Module to aid your Students in opening Tickets
3. Project Management Module to aid in Identifying new Projects, Allocating Activities and Tracking for Completion
4. Federated Search Module to aid in Search in Various External Information Provides
5. Journals Publications Module to Manage Workflow of Journal Publication

File Description	Documents
Geotagged photographs	https://naac.sduaheer.ac.in/geotag-gallery-criteria4-4.3.1.html
Any other relevant information	https://sduaheer.ac.in/storage/1730790426.2952AnyOtherInformation.J6Fh.pdf

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

University Library has Total 29970 books, including Textbooks references, ancient books, biography, autobiographies, encyclopedia and other knowledge resources.

This year added 1018 books including Textbooks, reference volumes, Alumni's donated books.

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

Particulars

Total Libraryas

on May 2023

Added fromJune 2023 to May 2024

Total Library as on May 2024

Text Books

11949

505

12454

Reference volumes

15125

478

15603

Ancient Books

19

19

Alumni Donated Books

136

35

171

WHO & Reports

721

721

Special Reports

731

731

Other Knowledge Resource

227

227

Indology

44

44

Total

28952

1018

29970

Textbooks:The recent edition of textbooks of each subject being added periodically with required multiple copies are being facilitated by the library for students and staff.

Alumni Donated Books: Alumni's of SDUAHER donated 35 books and disseminated among the users.

Reference Volume:University Library added recent editions of 478 copies of reference volumes (Albert and Jakobiec's Principles & Practice of Ophthalmology, Bailey's Head and Neck Surgery: Otolaryngology, IADVL Textbook of Dermatology, Merrill's Atlas of Radiographic Positioning And Procedures, Operative Techniques in Orthopaedic Surgery, Yamada's Textbook of Gastroenterology and Rossi's Principles of Transfusion Medicine).

File Description	Documents
Library acquisition data for the year	https://sduaher.ac.in/storage/1733458096.2418LibraryAcquisitionDataJune2023toMay2024.ocyg.pdf
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

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

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

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

161.85

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

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

C. Any 3 of the Above

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://lms.sduaher.ac.in/
Data Template	View File

4.4 - IT Infrastructure

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

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

105

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

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

The institution consistently updates its IT infrastructure to support student and faculty needs for academic excellence. Recent IT upgrades between 2023 and 2024 include:

- **Thin Client Systems (N Computing RX300):** New systems were added on 6th December 2023 to enhance computing resources across the campus.
- **Projector Upgrades (BENQ SVGA-MS560P):** Installed in multiple

locations to improve presentation capabilities, with updates in December 2023 and August 2023.

- **DELL Desktop & Laptop Systems:** New DELL Optiplex 7010 desktop towers and Latitude 3420 CTO laptops were provided across various departments in 2023 to 2024.
- **Wi-Fi Routers (Netgear R6850 A2000):** Installed for improved dual-band gigabit connectivity, ensuring 24x7 internet access in student hostels (updated on 6th December 2023).
- **Switch Upgrades:** 28-port POE gigabit smart switches were added in 2023 to increase network capacity for wired and wireless networks.
- **IP-Based CCTV Systems:** Installed at women’s hostels in December 2023, enhancing campus security.
- **NAS and Data Storage:** SYNOLOGY Disk Station and Stacbloc 201 CIT were added in 2023 to improve data storage and backup solutions.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://sduaher.ac.in/storage/1734947688.89594.4.2Detailedreport.QfpM.pdf
Any other relevant information	Nil

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

A. ?1 GBPS

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

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

Diverse e-content appears in various formats, such as MP4 videos and PowerPoint presentations. These valuable resources are hosted on the Learning Management System (LMS) within their respective academic

departments. The Audio-Visual Centre, located in the University library building, is central to this multimedia ecosystem. It provides and maintains audio-visual equipment for classrooms, workshops, seminars, special events, and meetings. In addition to its practical functions, the Centre plays a key role in creating online resources tailored to student needs. It seamlessly integrates with the campus's technological infrastructure, including the LMS and existing AV equipment.

The system's advanced capabilities add a layer of sophistication. It enables professors to not only deliver lectures but also monitor student engagement. By tracking the viewing of recorded lectures, the system provides valuable insights into students' interactions with the content. This feedback loop helps enhance instructional strategies and improve student learning experiences.

File Description	Documents
The e-content development facilities	https://sduaher.ac.in/storage/1725532239.47014.4.4facilityavailable.ljWy.pdf
Geotagged photographs	https://naac.sduaher.ac.in/geotag-gallery-criteria4-4.4.4.html
Any other relevant information	Nil

4.5 - Maintenance of Campus Infrastructure

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

5938.40

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

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

SDUAHER has established a comprehensive maintenance framework encompassing both corrective and preventive measures. This strategic approach is geared towards upholding and, where necessary, enhancing operational standards, backed by the integration of IT-enabled tools to bolster efficiency. Proactive maintenance measures are primarily overseen by the institution's in-house staff, barring specific areas such as air conditioners and elevators, which are entrusted to outsourced service providers under annual maintenance contracts. Conversely, instances of breakdown maintenance are managed through a collaborative effort between the institution's internal team and external agencies. To ensure an optimal level of maintenance efficiency, Standard Operating Procedures (SOPs) have been meticulously introduced. For academic buildings, a streamlined process entails the submission of issues or complaints by respective departments to the Maintenance section. Subsequently, designated engineers assess the concerns and allocate tasks. Upon task completion, a confirmation is sought from the relevant department heads, sealing the maintenance process. A parallel set of SOPs governs the maintenance of non-academic buildings. Maintenance engineers conduct weekly inspections in collaboration with the designated authority. Following this, a sequence of actions is initiated to rectify identified issues. Upon conclusion of the maintenance actions, an acknowledgment is obtained from the respective designated authority.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://sduaher.ac.in/storage/1733458200.75294.5.2MinutesMeeting2023-24.YMgJ.pdf
Log book or other records regarding maintenance works	https://sduaher.ac.in/storage/1733458200.73274.5.2LogBookJune-23toMay-24.DlAg.pdf
Any other relevant information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year**151**

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

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

A. All of the Above

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://sduaher.ac.in/storage/1733735428.9513_5.1.2DetailedreportoftheCapacity.a1Yg.pdf
Any other relevant information	No File Uploaded

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

advancement offered by the Institution during the preceding academic year

735

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell

The International Student cell of SDUMC conducted 3 programs from June 2023 to May 2024.

1. CANCER AWARENESS PROGRAM - The aim of this event was to sensitize our NRI

students regarding the services provided by RL Jalappa Hospital and research center

towards cancer and educate the rural men and women regarding cancer.

2. OLD AGE HOME PROGRAM on 31-01-2024 at Ramana Maharshi old age home at KGF.

The aim of the visit was to understand the functioning of Old age home and difficulties

faced by old age people in their twilight phase of life.

3. SCHOOL HEALTH PROGRAM School health program was organized by NRI cell in

collaboration with Student welfare department on 30-01-2024 at Morarji Desai residential

School, Mulbagal , Kolar. The objective of this program was to conduct routine health

check-up from 6th standard to 10th standard residential students.

File Description	Documents
International students' cell	https://sduaher.ac.in/storage/1734174853.8855.1.4InternationalstudentscellPolicy.tif
Any other relevant information	https://sduaher.ac.in/storage/1732009303.36445.1.4AnyOtherNRICellEventsReports.mtF8.pdf

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

A. All of the Above

File Description	Documents
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://sduaher.ac.in/storage/1732335831.85685.1.5Circularweb-linkcommitteereportURL.wbR7.pdf
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance

Test, PGIMER Entrance Test etc.) during the preceding academic year**149**

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

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year**5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year****205**

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

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education**5.2.3.1 - Number of outgoing students progressing to higher education****36**

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

5.3 - Student Participation and Activities

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

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

23

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

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

The Student Council endeavors to help a student's educational process & personal development. The academy has constituted Student Council as per recommendations of committee & guidelines set by Academy. All Students are selected by Elections.

Composition of Student Council:

- 1 General Secretary
- 2 Joint Secretaries
- Each batch - 2

- Cultural & 2 Sports secretaries
- 2 Class Representatives
- 1 from Magazine Committee

Objectives:

- To enhance communication between students, parents & institution.
- To promote an environment conducive to educational & personal development & also to bring in a sense of unity among students
- To represent views of students on matters of general concern to institution.
- To propagate team spirit & leadership qualities
- To represent in various internal & external academic and non-academic activities.
- To advise their class of matters discussed at every Student Council meeting.

Functions:

- To officially represent all students of Academy.
- To identify & help solve problems encountered by students.
- To encourage students in organizing activities each year - culturals, sports, Freshers day to farewells & also activities of Community welfare.
- Are members of committees like hostel, mess, Library, Anti-ragging, magazine, etc.,
- To participate in camps / medical check-ups & celebrate days of National importance in co-ordination with NSS.

File Description	Documents
Student Council activities during the year	https://sduaher.ac.in/storage/1734175266.79375.3.2StudentCouncilactivitiesduringtheyearorganized.fPAb.pdf
Any other relevant information	Nil

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

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

15

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

5.4 - Alumni Engagement

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

The Alumni Association of the university is vibrant and registered (vide Reg.No: 89/2004-05 dated 2nd July 2004).

The Alumni Association has an office on the campus.

The college website has a link to the Alumni Association, and relevant information is regularly updated.

The Alumni Association operates from the constituent college and organizes various activities throughout the year, including the celebration of Doctor's Day, Teacher's Day, Continuous Medical Education programs, Guest Lectures, workshops, and career guidance programs.

The Alumni Association has consistently honored eminent doctors in the region and respected teachers over the years.

Many alumni of this institution have gained recognition worldwide for their clinical skills and have brought prestige to the institution.

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments	A. All of the Above
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File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

VISION:

“University of Excellence - Knowledge for Posterity”

MISSION:

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) is steadfast in translating its vision into reality through its governance, policies, and daily operations. The leadership embraces a participatory approach to management and decision-making, fostering an environment that is conducive to achieving both the institution's vision and mission.

Committed to upholding democratic values, diversity, and freedom of expression, SDUAHER has established a dynamic cultural committee that actively engages the community. In addition, the academy has formed a dedicated grievances committee to raise awareness on gender issues and diverse identities. To champion sustainability, both within the campus and the broader community, the NSS cell encourages civic engagement and environmental stewardship. Lastly, SDUAHER's Research and Development Cell cultivates a vibrant culture of inquiry, innovation, and experimentation, ensuring a stimulating academic atmosphere that promotes intellectual growth.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://sduaher.ac.in/storage/1729487861.47066.1.1VisionMissiondocumentsDocumentofBOMNew.hivP.pdf
Report of achievements which led to Institutional excellence	https://sduaher.ac.in/storage/1735293262.0531ReportofachievementswhichledtoInstitutionalExcellenceAcademicYear2023-24.9Yaj.PDF
Any other relevant information	View File

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) is committed to decentralization and participatory management, fostering a culture of excellence by actively involving faculty, staff, and students at various levels in all institutional activities. Case Study: Process of Curriculum/Programme Review Steps in the Curriculum Programme Review Process 1. Feedback Collection:

The primary channels utilized include: o Individual class feedback from faculty o Class Committees o External Experts o Departmental Board of Studies o Faculty Board of Studies o Academic Council o Alumni and Parents o Employers o Internal Quality Assurance Cell o Statutory Regulatory Authorities o Board of Management

2. Departmental Review: Departments conduct thorough annual reviews, analysing various reports and identifying areas for improvement. These proposals may include: o Refining the existing syllabus (including additions, deletions, or modifications) o Introducing new courses (core or elective)

3. Approval Process: Once the proposals have been developed, they are sequentially reviewed and approved by the following bodies, in chronological order: o Departmental Board of Studies o Faculty Board of Studies o Academic Council o Board of Management

Workshops are regularly organized, in addition to the faculty members of the department, subject experts are appointed to review the curriculum.

File Description	Documents
Information / documents in support of the case study	https://sduaher.ac.in/storage/1735197865.46096.2.1AnyotherDocument.u1Nw.PDF
Any other relevant information	NIL

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Examinations are a crucial component of any academic system, serving as a key indicator of student performance. In response to evolving educational demands, the university has introduced transformative changes to its examination process, ranging from the digitalization of question paper delivery to the implementation of onscreen evaluation, all aimed at minimizing the potential for malpractices. STRATEGY ? Complete Automation of the examination evaluation system. ? Approval from the Parent Body: The 71st Board of Management meeting granted approval for the initiative. ? Collaboration with External Agency: A partnership was formed with ION DVS Pvt. Ltd. for the digital evaluation process. Action Plan The following steps were collectively agreed upon and executed: a. Allocation of dedicated space for examination-related activities b. Civil works and the

appointment of a contractor for infrastructure development c. Procurement and installation of furniture through a designated agency d. Purchase and setup of reprographic equipment e. Installation of a comprehensive CCTV surveillance system for enhanced security f. Provision of internet and telephone facilities to support the digital evaluation process Outcome 1. All examination-related operations are now exclusively conducted in this dedicated facility. 2. This initiative aligns with the institution’s strategic plan and was successfully implemented.

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

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

The governance structure of the academy is designed to ensure the involvement of leading educationists who play a key role in preserving the institution’s core values, traditions, and long-term viability. ? Board of Management: This governing body is responsible for all aspects of the institution, including financial management, human resources, educational policies, research functions, and infrastructure development. ? Academic Council: The Academic Council oversees the institution’s educational standards, teaching and training programs, interdepartmental coordination, research activities, examinations, and assessments. ? Finance Committee: The Finance Committee ensures the protection and sustainable management of the institution’s financial resources ? Board of Studies (BoS): The BoS is tasked with developing the content for various academic programs and courses ? Research Advisory Board: The Research Advisory Board plays a pivotal role in promoting research and maintaining research ethics within the institution, the board supports research initiatives and provides guidance for staff and students pursuing research grants. ? Internal Quality Assurance Cell (IQAC): The IQAC is responsible for monitoring and ensuring the quality standards of the institution. It submits an Annual Quality Assurance Report to the National Assessment and Accreditation Council (NAAC) to report on the institution's progress in terms of academic and operational enhancements.

File Description	Documents
Annual Report of the preceding academic year	https://sduaher.ac.in/storage/1730876743.0446Annual-Report-2022-23.MfUA.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://sduaher.ac.in/storage/1733809805.96526.2.2Minutesofmeetings1.2aVd.pdf
Any other relevant information	NIL

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

A. All of the Above

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

6.3 - Faculty and Staff Empowerment Strategies

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) implements effective welfare measures for all its staff members, ensuring their professional growth, well-being, and job satisfaction. The Academy regularly conducts quality improvement programs for faculty and training sessions for non-teaching staff. To enhance qualifications and update knowledge and skill sets, faculty members are provided with academic leave or special leave to attend Faculty Development Programs (FDPs), workshops, seminars, conferences, and industrial training programs organized by prestigious institutions. The institute covers the registration fees and travel grants for faculty attending these programs. In addition

to these academic and professional development opportunities, SDUAHER offers the following welfare measures for both teaching and non-teaching staff: ? Employee Provident Fund (EPF) ? Gratuity ? Medical and Maternity Leave ? Special Casual Leave ? Employee State Insurance (ESI) for Non-Teaching Staff ? Incentives for Research Publications ? Free Bus Transport ? Staff Quarters ? Crèche Facility ? Promotions ? Salary Advance ? Benevolent Fund ? Charitable Health Care Services ? School Fee Concession ? Other Facilities These comprehensive welfare measures demonstrate SDUAHER's commitment to the professional development, well-being, and satisfaction of its staff, ensuring a supportive and motivating environment for all employees.

File Description	Documents
Policy document on welfare measures	https://sduaher.ac.in/storage/1729491216.19056.3.1StaffWelfarePolicy.7T2D.pdf
List of beneficiaries of welfare measures	https://sduaher.ac.in/storage/1735196613.74786.3.1Weblink-ListofBeneficiaries-1.4HcM.pdf
Any other relevant information	NIL

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

117

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

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

103

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

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

204

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

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

The Academy implements a performance-based appraisal system to assess the teaching and non-teaching staff, focusing on their annual performance across academic, research, and extracurricular activities. This system is designed to ensure that employees are evaluated comprehensively, considering both their professional contributions and personal attributes. Performance Appraisal System for Teaching Staff: The performance appraisal for teaching staff evaluates both their role as educators and their overall contributions to the institution. This includes assessing the implementation of innovative teaching methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting, and evaluation. The appraisal system considers various factors, including: ? Academic Contributions ? Research Contributions ? Administrative Involvement ? Extracurricular Contributions ? Professional Development Performance Appraisal System for Non-Teaching Staff: The appraisal system for non-teaching staff evaluates both technical and behavioural aspects of their performance. Key factors assessed include: ? Technical Contributions ? Behavioural Aspects This holistic approach ensures that non-teaching staff are recognized for their technical proficiency as well as their ability to work effectively within the institutional environment. Overall, the performance appraisal system at SDUAHER is a thorough and well-rounded process that encourages continuous improvement, professional growth, and effective contribution from both teaching and non-teaching staff.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relavent information	View File

6.4 - Financial Management and Resource Mobilization

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

At the Academy, financial management is a core priority to ensure the efficient and effective allocation of resources for academic, administrative, and development purposes. This approach is aligned

with our vision and mission and involves close collaboration across various academic and administrative units to formulate a comprehensive budget. Annually, we prepare a budget that outlines projected revenue, expenditures, and capital investments, allowing us to manage our finances with precision. Our Resource Mobilization Policy and Procedure mandates the creation of a budget prior to the start of each fiscal year. This budget includes both recurring expenses—such as salaries, utilities, internet services, stationery, and maintenance—and planned expenditures, such as purchases for lab equipment, furniture, and other development initiatives. We also place a strong emphasis on the optimal utilization of resources and funds. Our Finance Committee ensures that funds are allocated appropriately for both recurring and one-off expenses. The Purchase Committee obtains competitive quotations from vendors for essential items, including equipment, computers, books, and other necessary acquisitions. We maintain strict oversight to ensure expenditures remain within budgetary limits, and in cases of budgetary overruns, we seek timely intervention from our management team.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://sduaher.ac.in/storage/1734350295.81076.4.1ResourceMobilizationPolicy.9iZ5.pdf
Procedures followed for optimal resource utilization	https://sduaher.ac.in/storage/1734350295.80816.4.1FinanceDepartmentOperationalPolicy.7IiL.pdf
Any other relevant information	<u>NIL</u>

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

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.4.3 - Institution conducts internal and external financial audits regularly

The institution has implemented robust measures to ensure financial compliance, including both internal and external audits of financial transactions on an annual basis. The internal financial committee conducts an internal audit twice a year, meticulously reviewing income and expenditure details. An external audit is performed by an independent agency once a year to assess the effective and efficient utilization of financial resources. Prior to the start of each fiscal year, the finance officers present a budget proposal covering recurring expenses, such as salaries, utilities, internet charges, maintenance, stationery, and other consumables, as well as non-recurring expenditures for items like lab equipment, furniture, and developmental projects. The accounts department monitors expenditures according to the budget allocated by management, including the depreciation of assets acquired in previous years. Every six months, the internal financial committee conducts a thorough audit of all vouchers, carefully scrutinizing expenses under various categories by verifying bills and supporting documents. In accordance with government regulations, the academy's accounts are regularly audited by a chartered accountant. Following the audit, the accountant ensures that all payments are properly authorized and submits the audit report to management for review.

File Description	Documents
Policy on internal and external audit mechanisms	https://sduaher.ac.in/storage/1734352948.99596.4.3Policyoninternalandexternalauditmechanisms.CNvY.pdf
Financial Audit reports for the years	https://sduaher.ac.in/storage/1734352948.9035FinancialAuditreportsfortheyears.T2fb.pdf
Any other relevant information	<u>NIL</u>

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

National Assessment and Accreditation Council (NAAC) proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure.

IQAC of SDUAHER was reconstituted on 12th April 2016 following the NAAC accreditation of the university in the first cycle on 16th November 2015.

The IQAC structure aims to bring about stakeholder involvement at all university levels and departments to ensure the sustenance of quality and enhancement.

VISION of SDUAHER IQAC

To ensure quality culture through institutionalising and internalising of all the initiatives undertaken with internal and external support.

OBJECTIVES of SDUAHER IQAC

To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.

To promote measures for Institutional functioning towards quality enhancement through internalization of quality culture and institutionalisation of best practices.

Functioning mechanism of SDUAHER IQAC

The functions of SDUAHER IQAC are guided by a SDUAHER IQAC POLICY document, which clearly specifies the purpose, scope, strategies, functions, composition, roles, and responsibilities of the coordinator/director of IQAC and its members, the frequency of meetings, and the process of documentation.

Quality is a choice - SDUAHER IQAC is to make the choice better.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://sduaher.ac.in/storage/1729570699.9474ThestructureandmechanismforIQACPOLICY.3KLO.pdf
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://sduaher.ac.in/storage/1735039188.89816.5.1.aAfq.pdf
Minutes of the IQAC meetings for the year	https://sduaher.ac.in/storage/1729570699.9418MinutesoftheIQACmeetings.Ywjn.pdf
Any other relevant information	<u>NIL</u>

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

A. All of the Above

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	No File Uploaded

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

Strengthening outcome-based education with mapping to attainment in summative exams.

Mapping of summative exam attainment has been successfully completed for 19 academic programs, ensuring alignment with learning outcomes and performance metrics.

Strengthening Mentor, Mentee Programs.

A structured Mentorship Monitoring Committee and scheduled mentorship timings. A dedicated committee has been formed to oversee and guide the mentorship process. The monitoring committee conducts periodic reviews to evaluate the effectiveness of mentorship activities. Clear roles and responsibilities for mentors and mentees are defined and communicated. Every mentorship activity is recorded in the log/record book and feedback sent to the co coordinator with geo tag photo attached to the feedback.

In the Skill lab, up-gradation of equipment is essential as models are old. High-end simulation modules are essential.

Advanced equipments like Mega Kelly + vital SIM and CPR Lily PRO with tablet are established for enhancing student training. Mega Kelly is utilized for practicing auscultation, IV insertion, and catheterization, preparing students for real-world patient care. CPR Lily PRO offers precise, real-time feedback on compression depth, rate, and ventilation efficiency via a connected tablet and support collaborative CPR drills, enhancing teamwork and emergency response skills.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://sduaher.ac.in/storage/1735358377.5856.5.3Impactanalysisofthevariousinitiativescarriedoutandusedforqualityimprovementduringtheyear2023-24-1.1ueg.pdf
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Measures initiated by the Institution for the promotion of Gender equity during 2023-24

A. Curricular activities

Gender sensitization talk was conducted for MBBS students during Foundation course on 05-09-2023.

B. Co-curricular activities

1. Guest lecture on gender sensitization on 19-06-2023.
2. International day for girl child in the Gupta International school for high school children on 02-12-2023.
3. Adolescent girl's day on 24-01-2024.
4. Self-defence demonstration on 29-02-2024.
5. International women's day on 13-03-2024.
6. Mother's day was celebrated on 15-05-2024.

Facilities for women on campus

1. Safety and security: Women's hostels are fenced with, round the clock with well-trained women security staff. CCTV cameras are installed in the campus to ensure the safety of students and staff.
2. Counselling: Professional counsellor is available to address the issues of students. Grievance redressal and Internal Complaints Committees is in place to provide protection against sexual harassment of women at workplace.
3. Common rooms: A well-furnished lounge with rest room and locker facility is available for female students.
4. Day care center for young children: Crèche facility with caring staff members is available for children of the staff

members.

File Description	Documents
Annual gender sensitization action plan	https://sduaher.ac.in//storage/1724922580.5378Annualgendersensitizationactionplan.GY7Y.pdf
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	https://sduaher.ac.in//storage/1724922580.5321Specificfacilitiesprovidedforwomen.h8gt.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 3 of the Above
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	View File

<p>7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)</p> <p>1. Solid waste management:</p> <ul style="list-style-type: none"> • Solid waste from the campus is collected and segregated into degradable and non-degradable wastes. • Transport and disposal of non-degradable solid waste are outsourced for safe disposal. <p>b. Liquid waste management:</p> <ul style="list-style-type: none"> • Sewage Treatment Plant with 3 lakhs liters and Effluent Treatment Plant with 2 lakhs liters recycling capacity is available in the campus.
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- The recycled water used to irrigate trees and construction work.
- Karnataka state pollution control board has issued consent for operation of water treatment plant valid till 30-06-2026.

c. Biomedical waste management:

- Karnataka state Pollution control board has issued authorization for bio-medical waste management, valid till 30.06.2026
- Agreement with VV Incin Solutions Pvt. Ltd for collection, transportation and disposal of bio-medical waste, valid till 10-11-2024.

d. E-waste management:

- Electronic wastes are collected, stored in e-waste room and are disposed to the agencies recommended by approved agencies.

e. 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 30-06-2026.
- Radio-active waste is outsourced to Kirloskartheratronics 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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://sduaher.ac.in/storage/1730709003.0374RelevantdocumentslikeagreementsMoUs.CB3d.pdf
Geotagged photographs of the facilities	https://sduaher.ac.in/storage/1730888032.45067.1.3GeotagPhoto.Nena.pdf
Any other relevant information	<u>NIL</u>

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

A. Any 4 or All of the above

of water bodies and distribution system in the campus	
File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File
7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants	A. All of the Above
File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File
7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives	C. Any 3 of the Above
File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File
7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards	A. All of the Above

and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	View File

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

Our Academy has a multicultural and multilingual student as well as faculty base hailing from different parts of the country and different socioeconomic backgrounds. The core values of the Academy are rooted in integrated development of its students that transcends professional excellence and focused on oneness of humanity. The following activities undertaken by the Academy depicts the same.

1. **Culturals & sports:** The Academy conducted Cricket Premium League IPL-7, AIKYA, Parva 2023, Hospital Day, JBL Season 1, JA LIGA-3, PBL-3, Exhibition cricket match, Annual Athletic meet 2023-24 and participated in various events conducted by other institutions such as Tatvam, Spandan, PULSE, Cobalt Skies and INVICTUS.

2. **Festivals:** The Academy celebrated Navaratri, Ganesh Chaturthi, Onam and Christmas.

3. **Activities towards peace and tolerance** are conducted with the aim of promoting physical fitness and mental peace among students and faculty. Our Academy celebrated International Yoga Day, conducting workshop on yoga for women’s health, for stress management, yogansana, yoga protocol training. The Academy conducted Samanvaya, World mental health day, Fit India celebration & Sookshma meditation to create awareness among the stakeholders about the importance of

mental wellbeing.

4. Language classes: English and Kannada to overcome language barriers.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://sduaher.ac.in/storage/1726634961.25227.1.8Supportingdocumentsontheinformationprovided.J8Bn.pdf
Any other relevant information	NIL

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

The Academy is a microcosm which nurtures people to become competent, encompassing everything 'humanity' stands for, shaping good healthcare professionals. A plethora of programs are conducted for instilling the national spirit, in keeping with the theme for the respective events conducted.

1. National responsibilities: Our Academy is committed to instilling and exhibiting patriotism. Independence Day, Gandhi Jayanthi, Kannada Rajyothsava Day & Republic Day were celebrated.
2. Constitutional Classes- The Academy conducted constitutional classes for students
3. Human Values, Rights & Duties of citizen: Academy observed World Population Day, Democracy day, Swachhata Pakhwada, Central Vigilance awareness week, Constitution day, Viksit Bharat@2047 & the National Youth Day to inculcate human values & social responsibilities.
4. Right to Equality & Freedom, Protection Against Exploitation And Constitutional Remedies: Gender sensitisation programmes were held to educate on the importance of equal opportunity. Equal opportunity cell, Disability support, Advisory & advocacy Committee, Prevention of sexual harassment, Internal complaints committee Grievance Redressal Cell, Anti-Ragging Committee are functional.
5. Environmental Preservation- Academy observed World Environment Day, Vanamahotsava week, Meri Mati, Meri Desh & World Earth Day and also conducts environmental study classes for students. Policies are drafted for Green campus and plastic

restriction.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://sduaher.ac.in/storage/1733310007.70777.1.9Detailsofactivitiesthatinculcatevalues.IlaE.pdf
Any other relevant information	NIL

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

A. All of the Above

File Description	Documents
Weblink of the code of conduct	https://sduaher.ac.in/campus-code-of-conduct.html
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

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

Apart from National days and festivals, Academy observes various National and International Health events, National Education day every year.

The following health events were organized by various departments:

1. Pre-eclampsia Day
2. World Blood Donor Day
3. International Yoga Day
4. World Vitiligo Day
5. International day against drug abuse & Illicit trafficking
6. ORS Day
7. World Breast feeding week
8. Eye donation fortnight
9. World Suicide prevention Day
10. World Alzheimer's Day
11. National nutrition month
12. Rabies Day & World First-Aid Day
13. World Heart Day
14. World Mental Health Day
15. World Food Day
16. World Psoriasis Day
17. National Ayurveda Day
18. World Diabetes Day
19. World Physiotherapy Day
20. World COPD Day
21. World AIDS Day
22. International Day of People with Disabilities
23. World Leprosy Day

24. International Day of Epilepsy

25. World cancer Day

26. World hearing Day

27. World glaucoma week

28. World Optometry day

29. World Tuberculosis Day

30. World health Day

31. World Autism awareness Day

32. World No Tobacco Day

- Women empowerment cell and NSS organized various events.
- The academy encourages all students and faculty for active participation in these events.

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

7.2 - Best Practices

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

Best Practice 1 :

Title: Software enabled Question Paper generation from the structuredquestionbank

Objective

To generate question paper from the inhouse question bank on the day of examination

onto improvetransparency, objectivity & reliability inthe examination system.

Practice:Faculties prepared Question Bank using blue print.On the day of University Theory examinationsand transferred directlytothechiefsuperintendentofExaminations

Evidenceofsuccess:

Questions are structured and question paper is reliable

Feedbackfromstudent andexaminer

Best Practice 2:

Title : Fluorosis research and referral laboratory (FRRL) in the Kolar region

Objectives of the Practice

1. To conduct research in fluorosis and to create societal awareness

3. The Context

Kolar and surrounding region is known to have increased prevalence of fluorosis related disorders.

4. The Practice

Create societal awareness by camps and publishing articles in local Kannada newspapers. Several webinars and workshop was conducted. Ph.D work and funded projects were conducted.

5. Evidence of Success

1. DHR- ICMR funded project for Rs. 19,10,000/-) is sanctioned during the year 2023- 2024, a three years project
2. Ten publications and eight Ph.D. on fluorosis related topics
3. School and college student's awareness camps

File Description	Documents
Best practices in the Institutional web site	https://sduaher.ac.in/best-practices.html
Any other relevant information	NIL

7.3 - Institutional Distinctiveness

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

Focus on speech-language and hearing in a health science higher education institute

Department of Speech Pathology and Audiology was established in 2018. The major objectives were to generate manpower, provide clinical care, conduct research, and educate public. The department currently offering B.ASLP and Ph.D. programs.

During June 23-May 24, the department handled 4329 OPD cases and 2533 therapy sessions efficiently. Major clinical services include speech and language delays and disorders, voice therapy, fluency therapy, and intervention for neurogenic communication disorders such as aphasia, dysarthria, comprehensive hearing evaluations, auditory processing assessments, hearing aid dispensing, and aural rehabilitation. The New Born Screening program and Cochlear Implant scheme, Govt. of India are the major strengths of the department. The routine care for all newborns, ensuring that any hearing issues are identified and addressed at early stages.

The faculty actively engaged in research and one of the faculty is a co-investigator in government funded research project to AIISH, Mysore. Research work from staff was published, presented at national conferences, and got best presentation awards (two). The department also engaged in outreach activities (mainly screening camps and public education).

The distinctiveness of department is that being only speech and hearing center committed to serving the public of Kolar and neighboring districts of Andhra Pradesh and Tamil Nadu.

File Description	Documents
Appropriate web in the Institutional website	https://sduaher.ac.in/storage/1725856081.29797.3-InstitutionalDistinctiveness.j6IH.pdf
Any other relevant information	<u>NIL</u>

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

Plan for SDUAHER as a Multidisciplinary Education and Research University

1. **New Academic Initiatives:** Establish Schools of Management, Law, Basic Sciences, and an Institute of Speech Pathology and Audiology.
2. Establishment of R L J College of pharmacy
3. Inclusion of Sri Devaraj Urs College of Nursing under the ambit of SDUAHER.
4. **Research and Innovation:**
 - Boost research publications in high-impact journals by 5%.
 - Strengthen the incubation center with two healthcare industry start-ups annually.
 - Secure five clinical trials from the healthcare industry.
 - Collaborate with two advanced research centers for resource sharing and projects.
 - Initiate 10 intra-campus and 2 inter-campus interdisciplinary research projects.
 - Obtain funding for at least five extramural research projects.
 - Recognize 10% of faculty for awards and achievements with incentives.
5. **Infrastructure & IT Enhancements:**
 - Achieve 100% campus Wi-Fi and IBS connectivity.
 - Implement comprehensive ERP and EMR systems.
 - Provide two additional mobile health units for rural outreach.
 - Upgrade infrastructure, including auditoriums, classrooms, and hostel software.
6. **Governance Improvements:**
 - Implement E-governance for decentralization.
 - Achieve 100% financial compliance.
 - Conduct leadership and faculty development training, aiming for 90% participation.

7. Interdisciplinary Education:

- Introduce employability skills, vocational courses, and new faculties like Ayurveda and Law.
- Collaborate with other universities for academic training.
- Promote RDC activities through adjunct faculty and professors of practice.