



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



No: SDUAHER/KLR/IQAC/ 137/2023-24

Dated: 07-12-2023

IQAC Meeting Notice

The 3rd Quarterly Meeting of the *Internal Quality Assurance Cell (IQAC)* of Sri Devaraj Urs Academy of Higher Education and Research, Kolar will be conducted on **14th December 2023 at 11.00am** in the Council Hall of the Academy under the Chairmanship of **Dr. B Vengamma, Hon'ble Vice Chancellor, SDUAHER.**

Agenda with Notes follows

All the members of the IQAC are requested to attend the meeting without fail.

To,

All the members of IQAC committee of
Sri Devaraj Urs Academy of Higher Education and Research
Tamaka, Kolar

Dr. K N Venkateshwara Prasad
Director (Quality and Compliance)
SDUAHER



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

Ph: 08152-210604, 243009, Fax: 08152-243008, E-mail: iqac@sduaher.ac.in website: www.sduaher.ac.in



Agenda for 3rd Quarterly Meeting of 2023-24 from IQAC of SDUAHER

1. SDUAHER/IQAC/03/2023-24/Agenda – 01

Subject: Approval of the Proceedings of previous meeting of the IQAC held on 21st September 2023.

The proceedings of previous quarterly meeting of the IQAC held on 21st September 2023 was circulated to all the members of the IQAC to their respective individual email. There have been no suggestions received from the members. Hence the proceedings are placed before the IQAC for consideration of approval.

2. SDUAHER/IQAC/03/2023-24/Agenda – 02

Subject: Action Taken Report on the decision taken in the previous meeting of the IQAC held on 21st September 2023.

Sl. No.	Agenda	Action Taken
1.	SDUAHER/IQAC/02/2023-24/Agenda – 1 Approval of the Proceedings of previous meeting of the IQAC held on 19 th June 2023.	Approved and documented
2.	SDUAHER/IQAC/02/2023-24/Agenda – 2 Action Taken Report on the decision taken in the previous meeting of the IQAC held on 19 th June 2023.	Read out, approved, and documented
3.	Quality initiation agenda – SDUAHER/IQAC/02/2023-24/Agenda – 3 Agenda for information	The information as internal updates and external updates was read out and noted
4.	Quality sustenance agenda – SDUAHER/IQAC/02/2023-24/Agenda – 4 SDUAHER must submit AQAR for the academic year 2022-23 by December 2023 to NAAC.	SDUAHER AQAR 2022-23 is ready for vetting by IQAC in the present meeting. Will be placed for approval in BOM meeting to be held on -----
5.	Quality initiation agenda – SDUAHER/IQAC/02/2023-24/Agenda – 5 Subject: Objectives of an institution deemed to be university – UGC (Institutions deemed to be Universities) Regulations, 2023. • provide multi-disciplinary and a holistic education in the faculties of science, engineering, technology, social sciences, arts, humanities, sports, and other disciplines,	Possibilities to establish the faculty of Humanities - Economics, Psychology, HR, English, Ethics etc. was discussed.
6.	Quality sustenance agenda – SDUAHER/IQAC/02/2023-24/Agenda – 6 Subject: Progress on implementation of 2nd	Progress was discussed and review was conducted. In future this agenda will be taken

	Cycle NAAC Peer Team suggestions.	for discussion in AAMC meeting as they are monitoring parameter.
7.	Quality sustenance Agenda – 7 SDUAHER/IQAC/02/2023-24/Agenda – 7 Subject: Update on Faculty Development Programs (FDP) conducted/planned.	Number of FDPs conducted was discussed. In future this agenda will be taken for discussion in AAMC meeting as they are monitoring parameter.
8.	Quality Sustenance Agenda – 8 SDUAHER/IQAC/02/2023-24/Agenda – 8 Subject: Update on Academic Collaboration and MOUs with Academy	Number of active MOU's to be increased as per "LINKAGES" in each MOU. In future this agenda will be taken for discussion in AAMC meeting as they are monitoring parameter.
9.	Quality Sustenance Agenda – 9 SDUAHER/IQAC/02/2023-24/Agenda – 9 Subject: Update on Value added courses conducted	All VACs to be converted to 30 hours/2-credits courses. In future this agenda will be taken for discussion in AAMC meeting as they are monitoring parameter.
10.	Quality Sustenance Agenda – 10 SDUAHER/IQAC/02/2023-24/Agenda – 10 Subject: Update on GA-PO-CO mapping and PO-CO analysis	The Academy has done the capacity building and updated the software enabled process of PO/CO analysis and attainments calculation. In future this agenda will be taken for discussion in AAMC meeting as they are monitoring parameter.
11.	Quality initiation Agenda – 11 SDUAHER/IQAC/02/2023-24/Agenda – 11 Subject: Update on conducting alumni meet by the Academy	One annual alumnus meet should be conducted at SDUAHER campus with sponsorship from Academy. In future this agenda will be taken for discussion in AAMC meeting as they are monitoring parameter.
12.	Quality initiation Agenda – 12 SDUAHER/IQAC/02/2023-24/Agenda – 12 Subject: Discussion on implementation of NEP in SDUAHER	Strategies for starting Multidisciplinary / interdisciplinary programs / courses was discussed. Iterative agenda for discussion in today's meeting
13.	Quality Initiative Agenda – 13 SDUAHER/IQAC/02/2023-24/Agenda – 13	SDUAHER has to notify a Curriculum Development

	Subject: Director of Curriculum Development	Committee with a Director as per the previous BOM approvals. Offices of Registrar and Director of Academics to do needful.
14.	Quality Initiative Agenda – SDUAHER/IQAC/02/2023-24/Agenda – 14 Subject: Strategy to improve SDUAHER's NIRF rank in Overall category	After a comprehensive strategy with short term and long term has been proposed to be implemented by concerned section heads.
15.	Quality Sustenance Agenda – SDUAHER/IQAC/02/2023-24/Agenda – 15 Subject: Any other agenda with permission of the chair	No other agenda discussed.

3. Quality initiation agenda – SDUAHER/IQAC/02/2023-24/Agenda – 03

Subject: Agenda for information

Internal Updates –

AAMC meetings

AAA conducted – awaiting the report by AAA peer team

AQAR 2022-23 being uploaded to NAAC portal

NABH – Documents uploaded to NABH portal waiting for desk top assessment

SIDP – IT implementation process going on – ERP software for Academy

External Updates –

UGC Guidelines

- Draft-Guidelines-for-Internship-and-Research-Internship-for-Under-Graduate-Students
- Draft-Minimum-Mandatory-Disclosure-for-Universities-HEIs
- Draft Curriculum and Credit Framework for Postgraduate Programmes
- National-Human-Rights-Commission-Advisory on Protection of the Rights of Children against Production, Distribution and Consumption of Child Sexual Abuse Material (CSAM).

NMC Regulations

- Draft Post-Graduate Medical Education Regulations, 2023
- MARB Guidelines for the AY 2024-25

4. Quality Sustenance agenda – SDUAHER/IQAC/02/2023-24/Agenda - 04

Subject: AQAR 2022-23 –

SDUAHER has to submit AQAR for the academic year 2022-23 by December 2023 to NAAC. The uploading of AQAR data to the NAAC portal is ongoing, the draft pdf document will be presented for vetting and approval to be presented to BOM of SDUAHER on 20th December 2023.

A summary analysis of the AQAR of three years from 2020-21 to 2022-23 is being presented for discussion. **ANNEXURE – I**

5. Quality initiation agenda – SDUAHER/IQAC/02/2023-24/Agenda – 05

Subject: Objectives of an institution deemed to be university – UGC (Institutions deemed to be Universities) Regulations, 2023.

– 11 objectives are enumerated – a) to k)

The objectives of the institution deemed to be University shall be to –

Objective d) recognise, identify and foster the unique capabilities of each student, by sensitising teachers as well as parents to promote each student’s holistic development.

Holistic development is the social, emotional, physical, mental, and intellectual growth of a person.

- Recognise Unique capabilities
 - @ mentorship program
 - @ learning assessment program
- Identify & Foster unique capabilities
 - @ clubs
 - @ PTA`s

- Promote development of unique capabilities
 - @ conducting competitions, festivals, carnivals, fests
 - @ recognition of good talent
 - @ facilitation of club activities

6. Quality Initiative Agenda - SDUAHER/IQAC/03/2023-24/Agenda – 06

Subject – Discussion on “SDUAHER – Institutional Development Plan (IDP)”

The UGC has developed guidelines for individual HEIs to develop their own Institutional Development Plans which has been published. The IDP should prescribe the framework for 8 major components as parameters for institutional excellence –

- A. Physical Infrastructure
- B. Digital infrastructure**
- C. Academic infrastructure**
- D. Research & Intellectual Property Infrastructure
- E. Supportive and Facilitative Infrastructure
- F. Infrastructure for Networking and Collaborations
- G. Governance Infrastructure
- H. Financial Infrastructure and Funding Models (Resource Generation)

In this regard the SDUAHER – IDP on Digital Infrastructure has been approved by BOM of SDUAHER and work is going on implementation.

Regarding other major components the Criterion teams have been advised to brainstorm and provide their plan/suggestions for developing the SDUAHER – IDP.

Components of Innovative Academic Infrastructure Requirements –

The IDP requirements can be met by creating a

- A. “Centre for Curriculum Development” with Director having following functionalities –
 - Curriculum- updates as per industry requirements,
 - Curriculum embedded with Employability Skill,

- Curriculum embedded with Skill Enhancement Courses,
 - Curriculum embedded with emerging technologies to be integrated with future of work,
 - Courses catering to professional/future requirements which are Multidisciplinary and relevancy of programs.
- B. Criterion – I team has suggested the following suggestions to be part of Academic IDP –
- Introduction of B. Vocational Courses – under vocational education
 - Introduction of Industry experts in Curriculum design & development
 - Curriculum be a blend of theory and practice and available digitally on LMS.
- C. Criterion – II team has presented an excellent comprehensive plan for IDP focused at “Teaching Learning & Evaluation”. This IDP informs and involves other major components also for implementation. – **ANNEXURE - II**

7. Quality initiation Agenda – SDUAHER/IQAC/03/2023-24/Agenda – 07

Subject: Discussion on implementation of NEP in SDUAHER

“UGC (Institutions deemed to be University) regulation 2023” under the objectives of a deemed to be university has spelt as - (j) adopt the provisions of NEP, 2020.

NAAC SSRs/AQARs are asking mandatory response on the following NEP activities in the Universities –

1. Multidisciplinary / interdisciplinary programs/courses –
(Has been discussed in September 2023 IQAC meeting)
 - “Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions”, UGC, September 2022.
2. Academic bank of credits (ABC)
 - University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021.
 - <https://www.abc.gov.in>
3. Skill development
 - University Grants Commission-Guidelines for providing Skill Based Education under National Skill Qualification Framework
 - Institutional preparedness for NEP
 - Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life-skills etc.

- d) Enlist the institution's efforts to:
- i. Design a credit structure to ensure that all students take at least one vocational course before graduating.
 - ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.
 - iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.
 - iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.
 - v. Skilling courses are planned to be offered to students through online and/or distance mode.

e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

SDUAHER for implementation of this component of NEP 2020 can utilize the- **"UGC Curriculum and Guidelines for Life Skills 2.0 (Jeevan Kaushal) 2.0"**.

This curriculum has the following modules-

1. Communication Skills
 2. Professional Skills
 - A. Career Skills
 - B. Team Skills
 3. Leadership and Management Skills
 4. Universal Human Values
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
- **Guidelines for Training/ Orientation of Faculty on IKS, November 2022**
5. Focus on Outcome based education (OBE)
- **Learning Outcomes-based Curriculum Framework for Undergraduate Education, November 2022**
6. Distance education/online education
- **University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.**

8. Quality Sustenance agenda – SDUAHER/IQAC/03/2023-24/Agenda - 08 Subject – Review of IQAC policy of SDUAHER

The IQAC policy of SDUAHER is due for review – **ANNEXURE - III**

The following suggestions are placed before the IQA committee –

Remove – “Benefits” on page 2 of 6

Replace by – “Objectives” of IQAC

- To sustain and enhance the Quality in all formats of SDUAHER's Education & Research.
- To facilitate the initiatives towards technological advancement and innovation in educational methodologies.

- ▮ To provide training for faculty, students to utilize the state-of-the-art educational technologies and research facilities.
- ▮ To initiate best quality practices to be experimented by the constituent faculties of SDUAHER and to participate in their internalization.
- ▮ To Collect and collate data from all the departments so as to enable SDUAHER to participate in National Ranking programs of the governmental & non-governmental agencies and to extend to international agencies.
- ▮ Regular conduct of meetings to share the inputs relating to decision making in the areas of Quality measures of the Academy.
- ▮ To conduct workshops and conferences on quality issues relating to Teaching learning and research for internalization to Constituent Colleges, as well as outside institutions.

Add - Working Mechanism of IQAC

The IQAC activities are carried out based on the 8 components through Criterion team framework as a measure of quality initiation, quality sustenance and quality enhancement –

1. **IQAC Team**

- Development and application of quality benchmarks.
- Define parameters for various academic and administrative activities of the institution.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Periodical conduct of Academic and Administrative Audit (AAA) and its follow-up.
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.
- The members should meet at least twice in a year as and when necessary.

2. **Criterion -1 Team - Curriculum planning and Implementation**

- To revise the curriculum periodically.
- To start new programs in the emerging field
- To enrich the curriculum to suit the needs of the industry/society as per the graduate attributes of the programs in line with that of the University.
- To define the Program Objectives (POs) and Course Objectives (COs) of all programs across the constituent colleges of SDUAHER, so as to carry out the mapping of the POs and COs that leads to student learning outcomes (SLOs) so as to arrive at analysis of Outcome Based Education (OBE) for all the programs offered at SDUAHER.
- To link the competencies of CBME programs with their outcomes for competency analysis
- Evolve Regular 360 Degree feedback for all faculty and consistently monitor and act upon the observations.
- Other activities as per NAAC/NIRF/ other accreditation agency requirement.

3. **Criterion – 2 Team-**

A. Teacher quality

Developing quality indicators for the teaching faculty to enhance teaching learning process. The following are the indicators -

- Regularly update their skills by attending workshops, conferences, and seminars
- Use of e-resources for Teaching and Learning Management system

- Number of faculty who are involved in attaining additional qualification related to their field in academics either through online source or part time.
- Faculty involved in mapping best practices within department/institution.
- Faculty contributing as a member in designing curriculum of statutory bodies at national level.
- Fellowships received by the faculty from national/international agencies.
- Recognitions received by teachers at state/national/international level.
- Efforts for beyond curriculum teaching are to be made to improve students' performance.
- Promoting pedagogical innovation and encouraging innovative teaching practices among the staff and staff development
- Appropriate balance of theoretical, practical, and experiential knowledge and skills
- Upgrading of teaching methods, targets, implementation plans, monitoring, evaluate impact.
- Internal assessment, internal and external moderation, monitoring of student progress.

B. Student performance

- Analysis of results through College Quality Cell or Quality circle and chalk out strategies to improve the academic performance.
- To review learning outcomes of all the programs
- Have MIS with all data related to students from admission, category, social status, fee, results, progress, and such other information required by the institution.

4. Criterion – 3 Team- Research culture and innovation

- Promotion of Research at Institutional level in the form of seed grant to both students and teachers
- Development of Institutional citation Index, Impact factor, Publication papers in Refereed journals
- Awareness to all departments for the development of facilities by national agencies. Funds to be generated by DST, FIST, DBT, Technology information, Forecasting and Assessment Council (TIFAC), different Ministries, ICSSR, ICHR etc.,
- Promotion of Incubation Centre, Innovation Park, Involvement of faculty and students for new ideas and insight
- Industry-Institution Interaction Centre
- Number of patents registered, Intellectual Property Rights and commercialisation.
- Number of consultancy services provided and its earnings.
- Development of resources by National/International funding agencies
- Promoting faculty for their research work for national and international awards
- Publication of University Research Journal, Newsletter

5. Criterion – 4 Team - Institutional Infrastructure & Ambience

- Smart campus with green/sustainable buildings and infrastructure to commute.
- Infrastructure prescribed by regulatory authorities of various programs.
- Multimedia Studios, ICT enabled Meeting rooms with broadcasting transmission facilities.
- Incubation centre and Research Park, Laboratories and Research Centres
- Commercial Shops/ centres
- Vocational Education, Training and Skilling infrastructure
- Administrative Block (Admission & Counselling Area), Facilities to Faculty and Staff
- Audits – for zero carbon footprint in the campus

6. Criterion – 5 Team - Student Progression and Student Support

- Alumni connect through Alumni conclaves and meet periodically.
- Domain and Research workshops with Alumni as key partners
- Alumni funding for research, infrastructure, and other areas
- Mentorship programs with Alumni as centre-stage stakeholders
- Alumni's contribution to various ventures and programs of the University and Colleges
- Collaborations by the placement cell of the universities and colleges for final placements
- SDUAHER should develop networking with local, national, and international companies of many industry sectors both for training the students during the internship and to provide campus job placement services.
- Collaborations for students - Earn While Learn model.

7. Criterion – 6 Team - Leadership and Strategy development

- Prepare Vision and mission document.
- Evolve Shared Vision through detailed discussions with stakeholders.
- Short, medium, and long-term (2, 5, and 10 years) Institutional Development Plan document
- Action Plan and Budgets
- Internal Audit department
- Close monitoring by IT/ Web-based based Management Information System
- To conduct SWOC analysis periodically
- Recognition of faculties who have done commendable service to the profession.
- To facilitate in the preparation of Annual reports.

Institutional quality handbook

To create SOP for all the quality initiatives such as

- Curriculum design,
- Monitoring of progress, students, staff, and review,
- Students' feedback
- Teaching-learning
- Examination
- Research incentives,
- Ethics and collaborations,
- Governance framework
- Innovations

8. Criterion – 7 Team – Best Practices & Institutional Distinctiveness

- To set benchmarks and two best practices every year to enhance Quality standards in the area of education, research, and services.
- Dissemination of Best Practices within the institution through strong internal communication System (upward and top down)
- Imparting value-based education, Code of Ethics, gender sensitization, equal opportunities, nationalism etc.
- To develop and promote institutional values evolving to institutional distinctiveness.

9. Quality Sustenance Agenda – SDUAHER/IQAC/03/2023-24/Agenda – 09

Subject: Any other agenda with permission of the chair

ANNEXURE – I
AQAR 2022-23
SUMMARY ANALYSIS

Sl. No.	Criteria	Weightage	CWGP SDUAHER SSR-2nd	CWGP SBV SSR 2 nd	CWGP AQAR 2020-21 to 2022-23	CWGP Avg. SDUAHER SSR 2nd	CWGP Avg. SBV SSR 2nd	CWGP Avg. AQAR 2020-21 to 2022-23
1.	Curricular Aspects	150	462	595	415	3.08	3.97	2.77 ↓
2.	T-L & Evaluation	200	509	696	483	2.95	3.48	2.84 ↓
3.	R, I & Extension	250	484	781	439	1.94	3.12	1.76 ↓
4.	Infra & Le Res	100	326	368	338	3.26	3.68	3.38 ↑
5.	Stud Sup & Prog	100	269	386	227	2.69	3.86	2.27 ↓
6.	Gov, Lea & Man	100	308	367	315	3.08	3.67	3.15 ↑
7.	Inst Val & Best Practices	100	356	387	356	3.56	3.87	3.56 ↔
	TOTAL	1000	2714	3580	2573	2.71	3.58	2.65 ↓

SDUAHER 2020- 2023 AQAR`s Qualitative v/s Quantitative Analysis

Sl. No.	Criteria	Qualitative Metrics			Quantitative Metrics		
		Weightage	Criterion-wise weighted Grade Point	Criterion-wise Grade Point Averages	Weightage	Criterion-wise weighted Grade Point	Criterion-wise Grade Point Averages
1.	Curricular Aspects	50	120	2.4	100	295	2.95
2.	T-L & Evaluation	34	90	2.65	136	293	2.15
3.	R, I & Extension	44	129	2.93	206	310	1.50
4.	Infra & Le Res	57	210	3.68	43	128	2.98
5.	Stud Sup & Prog	12	29	2.42	88	222	2.52
6.	Gov, Lea & Man	61	190	3.11	39	98	2.51
7.	Inst Val & Best Practices	73	258	3.53	27	98	3.63
	TOTAL	331	1026	3.09	669	1444	2.16

ANNEXURE – II

Institutional Development Plan (IDP)

Academic Component

Criteria-II

2023

SDUAHER IDP for Teaching-Learning and Evaluation

An Institutional Development Plan (IDP) for NAAC Criterion 2 focuses on the theme of "Teaching-Learning and Evaluation." Its primary purpose is to ensure that the educational practices of an institution align with the principles of quality assurance and continuous improvement, which are central to the accreditation process.

The IDP serves several key functions:

1. **Strategic Planning:** It helps the institution to create a roadmap for achieving excellence in teaching-learning processes, which includes adopting innovative pedagogies, ensuring faculty development, and integrating technology in education.
2. **Resource Allocation:** The IDP provides a framework for allocating resources efficiently, prioritizing initiatives that enhance the learning environment, and supporting diverse student needs.
3. **Quality Enhancement:** It sets benchmarks for teaching and learning quality, facilitating regular review and improvement of curriculum, pedagogy, and evaluation practices.
4. **Accountability:** By setting clear objectives and actions, the IDP ensures that the institution remains accountable for delivering high-quality education and achieving desired learning outcomes.
5. **Evidence-based Improvements:** The plan emphasizes the use of data and feedback for making informed decisions regarding teaching and assessment methods, leading to an evidence-based approach to educational improvement.
6. **Stakeholder Engagement:** The IDP process encourages involvement from all stakeholders, including faculty, students, and administrative staff, fostering a collaborative environment for institutional development.

The overarching goal of the IDP for "Teaching, Learning & Evaluation" in SDUAHER is to create a dynamic and responsive educational atmosphere that supports the academic and professional growth of students, enhances the skills and knowledge of faculty, and continuously evolves to meet the challenges of higher education.

The IDP has been developed on structure of –

- Objective
- Action Plan for implementing the objective.
- Monitoring of implementation
- Timelines for implementation as short/mid/long term

By setting these objectives and corresponding actions, the university can create an environment that promotes dynamic learning and supports the professional growth of its students. Monitoring and evaluation will ensure that the institution can make informed decisions to improve the educational experience continually.

I. Plan for Catering to Student Diversity

Objective 1: Enhance the diversity and academic quality of the student body.

Action Plan :

1. **Diversity Initiatives:** Develop outreach programs to attract a diverse student population, including international students and underrepresented groups.

2. Merit-based Admissions: Strengthen the admission process by incorporating a holistic review that values both academic achievement and extracurricular excellence.
3. Scholarship Programs: Institute scholarships and financial aid programs aimed at meritorious and needy students.
4. Branding and Promotion: Launch a marketing campaign highlighting the unique offerings of the health science programs to attract a wide range of applicants.
5. Alumni Engagement: Leverage alumni networks to assist in student recruitment by sharing their professional success stories.
6. Interdisciplinary Programs: Create interdisciplinary courses and dual-degree options to attract students with varied interests.

Monitoring and Evaluation:

1. Enrollment Metrics: Track enrollment numbers, diversity statistics, and academic quality indicators (like entrance scores) of incoming classes.
2. -Survey Implementation: Conduct annual surveys to understand student satisfaction with the enrollment process and their educational experience.
3. Feedback Review: Regularly review feedback from students and alumni to identify areas for improvement in the recruitment and admissions processes.

Timeline:

- Short-Term Goals:
 - Immediate actions such as launching marketing campaigns and establishing scholarship programs within the first academic year.
 - Conduct a needs assessment to identify the diversity in the current student population.
 - Design and implement bridge courses and remedial classes.
- Intermediate Goals:
 - Assessing the impact of diversity initiatives and adjusting strategies based on feedback within two to three years.
 - Assess and refine bridge and remedial courses based on feedback.
 - Expand support services for students with disabilities.
- Long-Term Goals:
 - Achieving a marked improvement in student diversity and academic performance and sustaining these improvements over five years.
 - Establish a robust system for the continuous development of inclusive pedagogy.

II. Plan for Integration of E-Content Training

E-content training can be a crucial component of institutional development, particularly in enhancing the digital capabilities of both faculty and students.

Objective -2. To equip faculty and students with the skills necessary to create, use, and distribute digital content effectively, thereby enhancing the learning and teaching experience.

Action Plan

1. Assess the current level of e-content use and creation skills among faculty and students.
2. Develop or source training programs tailored to the needs of faculty and students in creating and using e-content.
3. Set up a support team to assist with e-content creation and troubleshooting.
4. Integrate e-content creation as a component of curriculum development.
5. Establish a platform for sharing e-content within the university.

Timeline

- Year 1: Conduct skills assessment and procure e-content training resources.
- Year 2: Roll out training sessions for faculty and initiate the support team.

- Year 3: Begin student training programs and integrate e-content into select courses as a pilot program.
- Year 4: Evaluate the effectiveness of e-content integration and scale up across all relevant courses.

Monitoring Plan

- I. Pre- and Post-Training Skill Assessments: To measure the improvement in skills related to e-content among participants.
- II. Training Participation and Feedback Reports: To track faculty and student engagement with training programs and collect feedback for improvement.
- III. E-Content Usage Analytics: To monitor the frequency and manner of e-content utilization in teaching and learning.
- IV. Annual Review of E-Content Resources: To ensure that the e-content remains current and relevant to evolving academic and healthcare needs.

III. Plan for E-Content Development and Maintenance

Objective – 3. To establish a sustainable ecosystem for ongoing e-content development, maintenance, and innovation that supports a cutting-edge learning environment.

Action Plan

1. Ensure continuous professional development for faculty in advanced e-content creation tools and methods.
2. Create incentives for faculty and students to develop high-quality e-content.
3. Regularly update the e-content repository with the latest learning materials.
4. Promote the use of e-content for community outreach and continuing education programs.

Timeline

- Years 3-5: Develop advanced training modules and incentive programs.
- Years 5-10: Expand the e-content repository and integrate it with national and international educational resources.
- Ongoing: Continuous updates and expansions of e-content strategies to keep pace with technology.

Monitoring Plan

- I. Regular Training Updates: To keep the training modules and materials up to date with the latest e-content development trends.
- II. Content Quality Reviews: To ensure the e-content meets high-quality standards and is pedagogically sound.
- III. Feedback Mechanisms: To continuously gather input from users of e-content for quality control and relevance.
- IV. Technology Trend Analysis: To stay ahead of emerging technologies and incorporate them into e-content strategies.

Incorporating e-content training into the IDP will provide the framework for a dynamic and modern educational infrastructure that aligns with the goals of CBME and addresses the evolving landscape of health science education.

IV. Plan for Teaching-Learning Process

Objective – 4. Implement Student-Centric Learning Methods

Action Plan

1. Conduct faculty development workshops on student-centric pedagogies.

2. Revise curriculum to include more active learning components like PBL (Problem-Based Learning) and TBL (Team-Based Learning).
3. Set up collaborative learning spaces within the university.
4. Integrate technology in classrooms to facilitate interactive learning.

Timeline:

- Short-term (1-2 years): Focus on immediate implementation of new methods and training.
- Intermediate (3-4 years): Enhance and refine practices, expand mentorship and skill lab offerings.
- Long-term (5 years and beyond): Institutionalize student-centric methods, mentoring, and skill lab learning as the standard teaching model.

Monitoring and Evaluation

- I. Use student feedback to assess the effectiveness of new learning methods.
- II. Monitor classroom engagement and participation rates.

Objective -5. Strengthen Mentoring Programs

Action Plan

1. Develop a formal mentorship program that pairs senior students or faculty with junior students.
2. Provide mentorship training to participants to ensure productive relationships.
3. Establish clear goals and outcomes for mentor-mentee interactions.
4. Create a tracking system for mentorship progress and issues.

Monitoring and Evaluation

- I. Survey participants annually to evaluate mentorship satisfaction and outcomes.
- II. Adapt the program based on feedback and identified challenges.

Objective – 6. Enhance Skills Through Lab-Based Learning

Action Plan

1. Upgrade skill labs with the latest equipment and simulation technologies.
2. Schedule regular hands-on sessions in skill labs as part of the course structure.
3. Encourage interdisciplinary learning in skill labs where appropriate.
4. Offer open lab hours for additional practice and exploration.

Monitoring and Evaluation

- I. Assess student competency pre- and post-lab sessions to gauge skill acquisition.
- II. Evaluate the usage and demand for lab resources to inform future investments.

Timelines for Plan of Teaching-Learning process

- Short-Term Plan 1-2 years:
 - o Initiate faculty development programs for active learning strategies.
 - o Update course content for a select number of programs as a pilot.
- Intermediate-Term 2-3 years:
 - o Scale up the active learning strategies to more courses based on the pilot's success.
 - o Introduce technology-enhanced learning platforms.
- Long-Term Plan 3- 5 years:
 - o Full integration of active learning across all programs and regular updates to teaching methodologies.

V. Plan for Improving Teacher Quality

- Short-Term Plan:

- Develop a new faculty orientation program focusing on teaching quality.
- Start a peer observation program for teaching feedback.
- Intermediate-Term Plan:
 - Evaluate the orientation and peer review processes and make necessary adjustments.
 - Begin a regular schedule of faculty workshops and seminars.
- Long-Term Plan:
 - Achieve a faculty composition that reflects high qualifications and a commitment to teaching excellence.

VI. Plan for Evaluation and Assessment

- Short-Term Plan:
 - Formulate and communicate new assessment policies.
 - Train faculty on the updated evaluation systems.
- Intermediate-Term Plan:
 - Review and adjust assessment methods to ensure they align with learning outcomes and competencies.
 - Implement electronic assessment management systems.
- Long-Term Plan:
 - Establish the university's assessment system as transparent, efficient, and reflective of student learning.

VII. Plan for Student Performance and Learning Outcomes

- Short-Term Plan:
 - Define learning outcomes for all courses and communicate these to students.
 - Introduce academic advising and career counseling on a small scale.
- Intermediate-Term Plan:
 - Analyze the relationship between teaching practices and student performance.
 - Expand counseling services to cater to all students.
- Long-Term Plan:
 - Regularly achieve high student performance benchmarks and success in their respective fields post-graduation.

VIII. Plan for Strategy for Promoting Faculty Awards and Achievements

Promoting faculty awards and achievements is an important aspect of elevating an institution's reputation and morale. Following is the action plan to effectively promote these successes:

Action Plan

1. Internal Recognition:
 - Create an 'Awards and Achievements' section on the university's internal website or intranet.
 - Feature award-winning faculty in internal newsletters and bulletins.
 - Acknowledge achievements at faculty meetings and university assemblies.
2. Public Announcements:
 - Issue press releases for significant awards or achievements to local and national media outlets.
 - Post news of achievements on the university's social media channels with appropriate hashtags to gain visibility.
 - Spotlight award recipients on the university's website homepage or dedicated news section.
3. Event Celebrations:
 - Host award ceremonies or recognition events which students, peers, and the community can attend.

- Incorporate recognition into existing university events, such as college day/hospital day/teachers' day or annual celebrations.
4. Professional Development and Engagement:
 - Encourage faculty to present their work and achievements at conferences and workshops, providing a platform for external recognition.
 - Support faculty participation in professional associations where their achievements can be recognized by peers.
 5. Alumni Engagement:
 - Share success stories with alumni through magazines, emails, and events to foster pride.
 - Include faculty achievements in websites and newsletters to demonstrate the institution's excellence.
 6. Media Features:
 - Coordinate with local television, radio, and print media to feature stories on faculty accomplishments.
 - Create video or written faculty profiles exploring their research, teaching, and impact, shared across multiple platforms.
 7. Leverage Faculty Expertise:
 - Utilize award-winning faculty expertise in public lectures, open courses, and community projects to demonstrate their contributions and the university's role in advancing education and research.
 8. Consistent Branding:
 - Ensure that all promotional activities align with the university's branding and communication strategy to maintain a consistent and professional image.
 9. Continuous Engagement:
 - Keep a regular schedule of updates and promotions to ensure that faculty achievements are consistently highlighted throughout the year, not just at the time of the award.

By implementing a comprehensive plan to celebrate faculty achievements, a health science university can enhance its standing in the academic community, attract quality faculty and students, and build a culture of excellence and community pride.

Cross-Cutting Action Plans for All Objectives:

- Faculty and Student Workshops: Regular workshops to align expectations and share best practices.
- Feedback Mechanisms: Implement robust feedback mechanisms like digital surveys and suggestion boxes.
- Quality Assurance: Establish a committee for continuous quality improvement in teaching and learning.
- Resource Allocation: Ensure adequate budgeting for the development and maintenance of learning resources.
- Community Building: Foster a sense of community among students and faculty to support collaborative education.

Each plan is designed to build upon the achievements of the previous term, ensuring steady progress towards the overarching goals set by the institution in alignment with NAAC criteria.

By implementing this action plan, the institution can work toward a more robust and diversified student body, which is an essential component of Criterion 2 for NAAC accreditation. This plan will require coordinated efforts across different university departments but will ultimately lead to a richer educational environment and a more prestigious profile for the university.

ANNEXURE – III
IQAC-POLICY, SDUAHER
2023



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



No: SDUAHER/KLR/IQAC/157/2020-21

Dated: 04-11-2020

IQAC POLICY

Policy	<p>IQAC Policy highlights promotion of quality and improved performance in academic and administrative activities of Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) through implementation of quality enhancement processes.</p>
Date effective from	23-01-2016
Date of revision	24-06-2020
Date of next review	24-01-2021
Purpose	<p>The establishment of Internal Quality Assurance Cell (IQAC) is a step towards assertive long-term quality standards. IQAC shall be the body that is responsible for all quality related matters in the Academy.</p> <p>The purpose and responsibilities of IQAC are to initiate, plan and supervise various activities that are necessary to enrich and enhance the quality of academics imparted by the Academy.</p> <p>IQAC would also aim institutionalization and internalization of quality culture.</p>
Scope	<p>This policy applies to all the academic and administrative Departments and Sections of SDUAHER</p>
Primary objectives	<ul style="list-style-type: none">• 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 institutionalization of best practices.
Strategies	<p>IQAC shall evolve mechanisms and procedures for</p> <ul style="list-style-type: none">• Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;• Relevant and quality academic/ research programmes; Equitable access to and affordability of academic programmes for various sections of society;• Optimization and integration of modern methods of teaching and learning;• The credibility of assessment and evaluation process;• Ensuring the adequacy, maintenance and proper allocation of



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



	<p>support structure and services;</p> <ul style="list-style-type: none">• Sharing of research findings and networking with other institutions in India and abroad.
Functions	<ul style="list-style-type: none">• Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution• Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process• Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes• Dissemination of information on various quality parameters of higher education• Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles• Documentation of the various programmes/activities leading to quality improvement• Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices• Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality• Development of Quality Culture in the institution• Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC• To involve and facilitate the process of data capture for the preparation of SSR
Benefits	<ul style="list-style-type: none">• Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement• Ensure internalization of the quality culture• Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices• Provide a sound basis for decision-making to improve institutional functioning



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



	<ul style="list-style-type: none">• Act as a dynamic system for quality changes in HEIs• Build an organized methodology of documentation and internal communication
IQAC composition	<p>IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists as well as representatives of local management and stakeholders.</p> <p>The composition of the IQAC may be as follows:</p> <ul style="list-style-type: none">• Chairperson: Head of the Institution• Teachers to represent all level (Three to eight)• One member from the Management• Few Senior administrative officers• One nominee each from local society, Students and Alumni• One nominee each from Employers /Industrialists/Stakeholders• One of the senior teachers as the coordinator/Director of the IQAC <p>The guidelines given here are only indicative the IQAC composition can be modified reasonably to meet the specifics of the institution for quality sustenance activities.</p> <p>The membership of nominated members shall be for a period of two years</p>
The role of the Coordinator	<p>The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of the cell and its members. The coordinator of the IQAC may be a senior person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.</p>
Meetings	<p>Internal Quality Assurance Cell (IQAC) committee shall meet quarterly every year. The meetings will be chaired by the Hon'ble Vice Chancellor of the Academy. The Coordinator of IQAC shall be their convener of the meetings he shall be assisted by deputy coordinators of IQAC.</p>



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



Meeting Notice and Agenda for the Meeting	The IQAC shall send meeting notice 3weeks in advance to all the members of the IQAC along with Agenda with Notes. Prior to the consolidation of the agenda for the meeting the IQAC shall interact with the members of the cell for inputs to prepare the agenda.
Quorum	The quorum for the meeting shall be 2/3 the strength of the committee. However, in extraordinary circumstances the chairman and consider the conduct of the meeting provided the total strength of the members present exceed 51%.
Proceedings	Proceedings of quarterly meeting of the IQAC shall be drawn with in a fortnight and shall be a circulated among the members of the cell for perusal. Amendments / modifications if any required should be intimated to the coordinator IQAC within a fortnight from the date of the finalization of proceedings. Approval of the proceedings shall be formally done in the succeeding meeting of the IQAC.
IQAC Organogram	<p style="text-align: center;">ORGANIZATION CHART INTERNAL QUALITY ASSURANCE CELL (IQAC)</p> <pre> graph TD A["Chairperson Vice Chancellor"] --> B["Coordinator IQAC"] B --> C["Medical College Quality Cell Faculty of Medicine"] B --> D["Senior Faculty"] B --> E["Deputy Coordinator-1 Deputy Coordinator-2"] B --> F["External Members"] E --> G["Members of IQAC"] C --> H["Quality Cell for the Departments under the Faculty of Allied Health and Basic Science"] </pre>
Major Roles of IQAC	<ul style="list-style-type: none"> • Inculcating quality culture in academics administration and research • Documentation processes and monitoring • Schedule for data inflow • Quality report



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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



Quality cells in the constituent college and the departments under the faculty of Allied Health and Basic Sciences

Background	<p>Establishment for quality cells in the constituent college and departments under the faculty of Allied Health and Basic Sciences is found necessary as they function independently in some of the administrative aspects and more importantly in teaching learning and evaluation processes.</p> <p>This initiative of establishing the quality cells is expected to be facilitating the implementation of quality initiatives devised by the constituent college / departments, its monitoring, sustenance and outcome analysis.</p> <p>Further, these cells can comprehend and ensure implantation of the quality related aspects devised and planed by the Academy.</p> <p>It is expected that the cells formulate appropriate policies for effective functioning on the lines of IQAC of the Academy.</p> <p>Tentative composition of the Quality assurance cell is framed and given below. However it can be modified and notified to suite to the scope and functioning of the cells.</p>
Constituent College Quality Cell Composition	<ul style="list-style-type: none">• Chairman – Dean/Principal• Representatives<ul style="list-style-type: none">➤ Curriculum committee➤ UCHPE➤ Research and Innovation➤ Engineering Department➤ Student welfare➤ Alumni officers➤ Finance and HR➤ Students (UG, PG, Ph.D.)➤ Information Technology (IT)➤ Member Secretary – Vice Principal
Quality Cell for the Departments under the Faculty of Allied Health and Basic Science	<ul style="list-style-type: none">• Chairman – Dean/Principal• Representatives<ul style="list-style-type: none">➤ Curriculum committee➤ UCHPE➤ Research and innovation➤ Engineering Department➤ Student welfare➤ Alumni officers➤ Finance and HR



INTERNAL QUALITY ASSURANCE CELL

Sri Devaraj Urs Academy of Higher Education & Research

A DEEMED TO BE UNIVERSITY

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

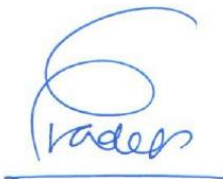
Ph: 08152-210604, 243009, Fax: 08152-243008, E-mail: iqac@sduu.ac.in website: www.sduu.ac.in



	<ul style="list-style-type: none">➤ Students (UG, PG, Ph.D.)➤ Information Technology (IT)➤ Member Secretary - Vice Principal
Functions of quality cells of the constituent college and Departments under the Faculty of Allied Health and Basic Science	<ul style="list-style-type: none">• Development and application of quality benchmarks• Parameters for various academic and administrative activities of the institution;• Collection and analysis of feedback from all stakeholders on quality-related institutional processes;• Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;• Documentation of the various programmes/activities leading to quality improvement;• Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;• Periodical conduct of Academic and Administrative Audit and its follow-up• Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.


Co-ordinator
Internal Quality Assurance Cell (IQAC)
Sri Devaraj Urs Academy of
Higher Education and Research
Tamaka, Kolar - 563 103.


Registrar
Sri Devaraj Urs Academy of Higher
Education and Research
Tamaka, Kolar - 563 103.


Vice Chancellor
Sri Devaraj Urs Academy of
Higher Education and Research,
Tamaka, Kolar-563101.