



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



No: SDUAHER/KLR/IQAC/ 146/2023-24

Dated: 11-03-2024

IQAC Meeting Notice with Agenda of the Meeting

The 4th Quarterly Meeting of the *Internal Quality Assurance Cell (IQAC)* of Sri Devaraj Urs Academy of Higher Education and Research, Kolar will be conducted on **20th March 2024 at 11.00am** in the Council Hall of the Academy under the Chairmanship of Dr. B Vengamma, Hon'ble Vice Chancellor, SDUAHER.

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

4th Quarterly Meeting of 2023-24 from IQAC of SDUAHER
Agenda with Notes

1. SDUAHER/IQAC/04/2023-24/Agenda – 01

Subject: Approval of the Proceedings of previous meeting of the IQAC held on 14th December 2023.

The proceedings of previous quarterly meeting of the IQAC held on 14th December 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 14th December 2023.

Sl. No.	Agenda	Action Taken
1.	SDUAHER/IQAC/03/2023-24/Agenda – 1 Approval of the Proceedings of previous meeting of the IQAC held on 21 st September 2023.	Approved and documented
2.	SDUAHER/IQAC/03/2023-24/Agenda – 2 Action Taken Report on the decision taken in the previous meeting of the IQAC held on 21 st September 2023.	Read out, approved, and documented
3.	Quality initiation agenda – SDUAHER/IQAC/03/2023-24/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 - 04 Submission of SDUAHER AQAR 2022-23	SDUAHER AQAR 2022-23 was submitted to NAAC on 29 th Dec 2023. NAAC accepted the AQAR on 17 th January 2023.
5.	Quality initiation agenda – SDUAHER/IQAC/03/2023-24/Agenda – 05 Subject: Objectives of an institution deemed to be university – UGC (Institutions deemed to be Universities) Regulations, 2023. “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 was discussed”.	The Academy has to promote each student’s holistic development by – <u>Recognise Unique capabilities-</u> @ mentorship program @ learning assessment program <u>Identify & Foster unique capabilities -</u> @ clubs @ PTA’s <u>Promote development of unique capabilities -</u> @ 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)” Out of the framework for 8 major components as parameters for institutional excellence under IDP – Academic infrastructure was discussed.	Components of “ Innovative Academic Infrastructure Requirements ” prepared from the inputs of Criteria – 1 and Criteria – 3 has been approved by BOM of SDUAHER in its meeting held on 26 th December 2023.
7.	Quality initiation Agenda – SDUAHER/IQAC/03/2023-24/Agenda – 07 Subject: Discussion on implementation of NEP in SDUAHER	NAAC SSRs/AQARs are asking mandatory response on the following NEP activities in the Universities – Skill Development discussion happened with focus on “ UGC Curriculum and Guidelines for Life Skills 2.0 (Jeevan Kaushal) 2.0 ”.
8.	Quality Sustenance agenda – SDUAHER/IQAC/03/2023-24/Agenda - 08 Subject – Review of IQAC policy of SDUAHER	Revised IQAC policy of SDUAHER has been approved by BOM of SDUAHER in its meeting held on 26 th December 2023. It is hosted on SDUAHER website.
9.	Quality Sustenance Agenda – SDUAHER/IQAC/03/2023-24/Agenda – 09 Subject: Any other agenda with permission of the chair	International Millet Conference in collaboration with Horticulture College was conducted on -----

3. Quality initiation agenda – SDUAHER/IQAC/04/2023-24/Agenda – 03

Subject: Agenda for information

Internal Updates –

- AAMC meetings
- AAA peer team report received, QAPI done, Action plan made and uploaded to Academy website.
- AQAR 2022-23 – submitted to NAAC, accepted by NAAC, and uploaded to website.
- NABH – Documents uploaded to NABH portal waiting for desk top assessment
- SIDP – IT implementation process going on
- National Research Conclave conducted on “Translational Research – Catalysing Innovations”

External Updates –

UGC Guidelines

- "Guidelines for the Introduction of Short-Term Skill Development Courses in Higher Educational Institutes (HEIs)".
- SOP For Operationalization of National Credit Framework (NCrF) in HIGHER EDUCATION
- SOP For Operationalization of National Credit Framework (NCrF) in Vocational Education, Training and Skilling (VETS)

- Guidelines on "Sustainable and Vibrant University-Industry Linkage System for Indian Universities"
- UGC (Fitness of College for Receiving Grants) Rules, 2024.
- "Guidelines to Provide Equitable Opportunity for the Socio-Economically Disadvantaged Group (SEDGs) in the HEIs" by UGC
- "UGC Guidelines for Internship/Research Internship for Undergraduate Students"
- Guidelines for Institutional Development Plans for Higher Education Institutions.

NMC Regulations

- "Post-Graduate Medical Education Regulations, 2023"(PGMER-2023)
- "Minimum Standard of Requirements for Post Graduate courses 2023" (PGMSR-2023)

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

Subject: SDUAHER Institutional Distinctiveness

There is a need for review and restructuring the Institutional Distinctiveness of SDUAHER based on -

1. Recommendation of AAA peer team –
 - Institutional distinctiveness also requires modification with clear-cut objectives and analysis
 - More curricular revisions with emphasis on skill enhancement, patient safety, Biosafety environment, and sustainable development goals (UNESCO – Sustainable Development Goals (SDGs)- 17 Goals).
2. UGC Deemed University Regulations 2023
 - Contribute for social transformation through socially responsive teaching, learning, research, and fieldwork.
 - adopt the provisions of NEP, 2020.
3. NEP 2020 - Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.
 -The purpose of quality higher education is therefore more than simply the creation of greater opportunities for individual employment; it represents the key to more vibrant, socially engaged, and cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

IQAC, SDUAHER has prepared a draft of SDGs as framework for SDUAHER institutional Distinctiveness for discussion and further needful. **ANNEXURE – I, pp-08-17**

5. Quality initiation agenda – SDUAHER/IQAC/04/2023-24/Agenda – 05

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

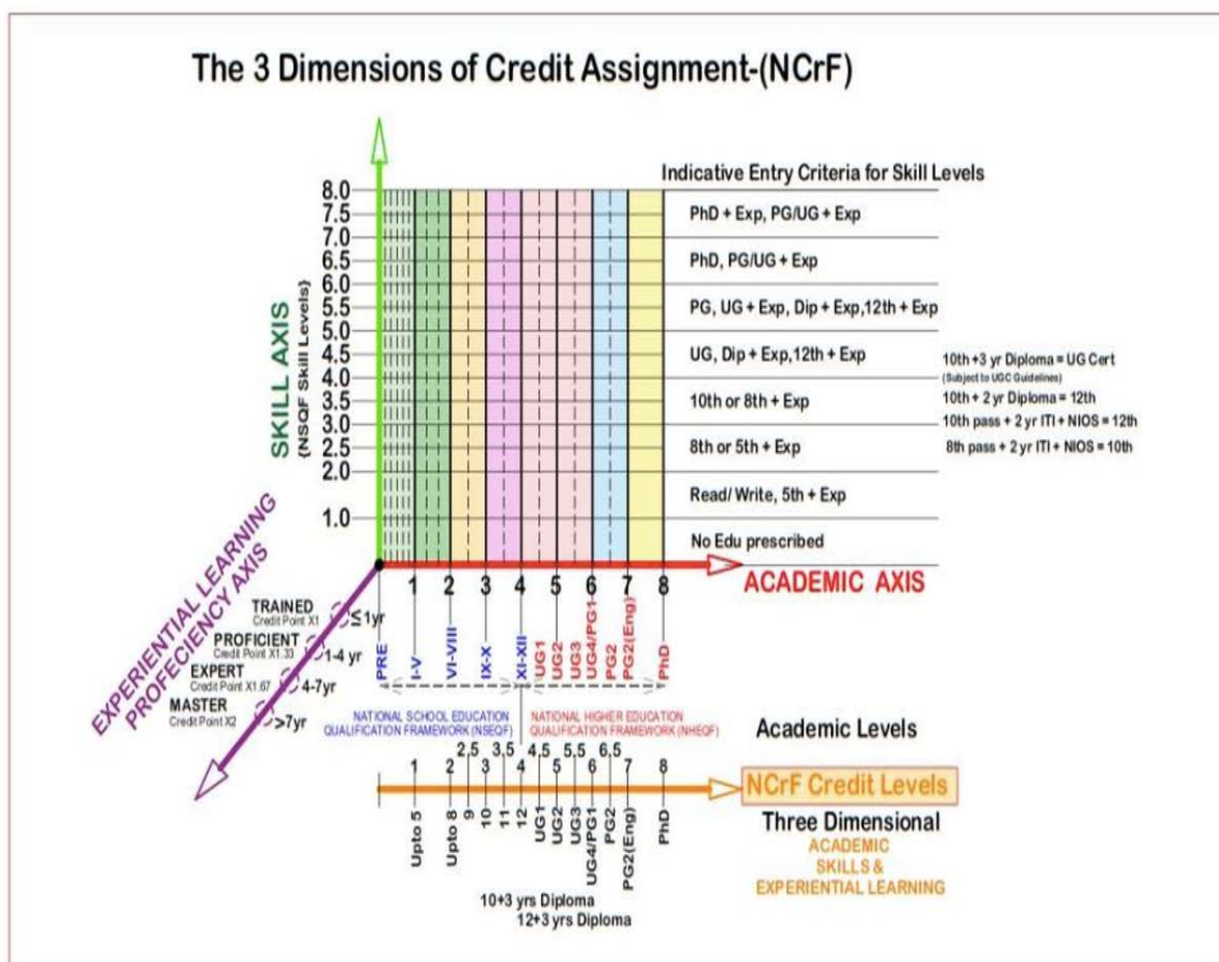
– 11 objectives are enumerated – a) to k)

(h) provide ***flexible and innovative curriculum***, which includes ***credit-based courses*** and projects in the areas of community engagement and service, environmental education, value-based education, etc.

NEP 2020 lays emphasis on making the education more holistic, multidisciplinary, and effective by integrating general (academic) and vocational/ skill education while ensuring the vertical and horizontal mobility of students and learners between academic and vocational streams.

- SOP For Operationalization of National Credit Framework (NCrF) in HIGHER EDUCATION
- SOP For Operationalization of National Credit Framework (NCrF) in Vocational Education, Training and Skilling (VETS)

The National Credit Framework (NCrF) is an enabling framework and aims to integrate and creditize all kinds of learning acquired through different modes like **offline, online and blended** by removing any kind of distinction **between disciplines, subjects and curricular, extra-curricular and co-curricular activities** and encompasses **school education, higher education and vocational education and training /skilling** to ensure **flexibility, inclusivity, and mobility**.



The NCrF provides for creditization of all learning including academic, vocational/ skills & experiential learning, and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction between subjects and establishes academic equivalence between vocational & general education while enabling mobility within & between them, and its operationalization through the Academic Bank of Credits (ABC).

Skill Component in the Curricular Design for Four Year Undergraduate Program (FYUGP)-

S. No	Broad category of Course	Minimum Credit Requirement	Minimum Credit Requirement	
		3-year UG	4-year UG	
1	Major (Core)	60	80	Upto 50% of these could be from Skill based Courses
2	Minor Stream can be 2	12+12	16+16	These may also be skill based courses
3	Multi-disciplinary	9	9	
4	Ability Enhancement course	8	8	
5	Skill Enhancement Course	9	9	These are Employability Skills/ Soft Skills, Life Skills
6	Value added course common for all UG	6-8	6-8	
7	Summer internship	2-4	2-4	
10	Research Project/ Dissertation	-	12	
	TOTAL	120	160	

For discussion on operationalizing the above SOPs in SDUAHER. **ANNEXURE – II, pp 18-31**

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

Subject – Discussion on “Transformative Reforms for Strengthening Assessment and Accreditation of Higher Education Institutions in India”.

Also known as Radhakrishnan committee report, the following are the salient features of the recommendations:

- I. Binary Accreditation** (Either accredited or not accredited) rather than grades.
- II. Maturity-Based Graded Accreditation** (Level 1 to 5) to encourage accredited Institutions to raise their bar, continuously improve, evolve in-depth or in-breadth in disciplines..... The metrics for both Binary and Maturity-Based Graded Accreditation shall focus on “*Processes, Outcomes and Impact*” across different attributes of HEIs (instead of mere input-centric).
- III. One Nation One Data Platform** has been proposed as part of the reform to ensure integrity and transparency in handing institutional data..... to improve the validity and reliability of the data “*Stakeholder validation*” has been proposed to effectively integrate stakeholders as part of the accreditation and ranking

process..... Vectored Data on Assessment Parameters - input and process-based parameters to the approval purposes & outcome and impact-based data fields for accreditation and ranking purposes

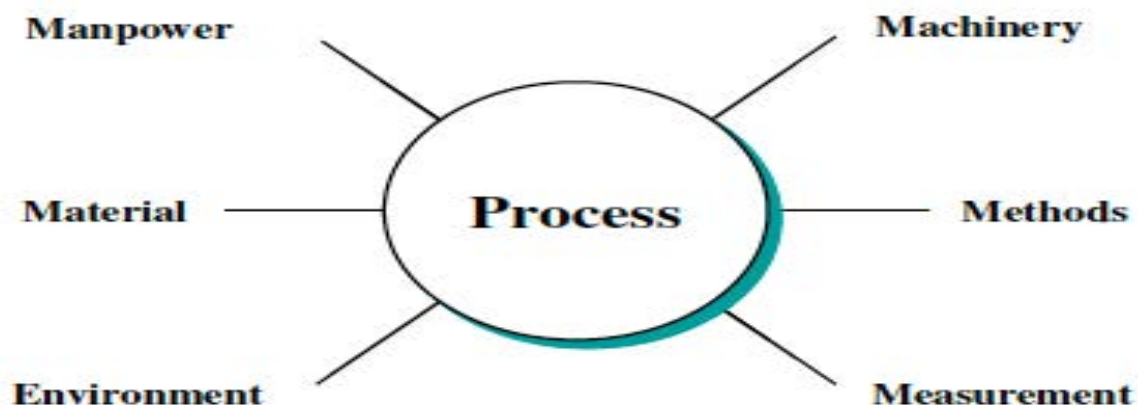
Accreditation will happen with due consideration for Inputs, Processes, Outcomes, and Impact across different attributes of HEI also called as Logic Model or Systems model for management has been proposed by UGC/NAAC.

Processes approach - A desired result is achieved more efficiently when activities and related resources are managed as a process.

Input	Processes	Outputs	Outcomes
Student Background	Programs and services offered;	Student grades; graduation rates; employment statistics	Student learning; knowledge; skills; attitudes
Faculty Background	Faculty teaching loads; class size; tenure process;	Credit hours delivered, faculty development activities	Faculty publications; citations; faculty development
Educational Resources	Policies, procedures, governance	Statistics on resource availability, participation rates	Student learning and growth

The key steps in applying the Process Approach are:

- Define the process to achieve the desired result.
- Identify and measure the inputs and outputs of the process.
- Identify the interfaces of the process with the functions of the organization.
- Evaluate possible risks, consequences and impacts of processes on customers, suppliers, and other stake holders of the process.
- Establish clear responsibility, authority, and accountability for managing the process.
- Identify internal and external customers, suppliers, and other stake holders of the process, and
- When designing processes, consider process steps, activities, flows, control measures, training needs, equipment, methods, information, materials, and other resources to achieve the desired result.



Some examples of processes for discussion. **ANNEXURE – III, pp 32-34**

7. Quality Sustenance Agenda – _SDUAHER/IQAC/03/2023-24/Agenda – 7

Subject: Research & Innovation Cell agenda for discussion-

- a. Promotion of Research at Institutional level in the form of seed grant to both students and teachers
- b. Development of Institutional citation Index, Impact factor, Publication papers in Refereed journals
- c. 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.,
- d. Promotion of Incubation Centre, Innovation Park, Involvement of faculty and students for new ideas and insight
- e. Industry-Institution Interaction Centre
- f. Number of patents registered, Intellectual Property Rights and commercialization.
- g. To start consultancy services and its earnings.
- h. Promoting faculty for their research work for national and international awards
- i. Publication of University Research Journal, Newsletter

8. Quality Sustenance Agenda – _SDUAHER/IQAC/03/2023-24/Agenda – 8

Subject: Any other agenda with permission of chair.

SDUAHER Institutional Distinctiveness

Need for review and restructuring the Institutional Distinctiveness of SDUAHER

1. Recommendation of AAA peer team –

- Institutional distinctiveness also requires modification with clear-cut objectives and analysis
- More curricular revisions with emphasis on skill enhancement, patient safety, Biosafety environment, and sustainable development goals (UNESCO – Sustainable Development Goals (SDGs)- 17 Goals).

2. UGC Deemed University Regulations 2023

- Contribute for social transformation through socially responsive teaching, learning, research, and fieldwork.
- adopt the provisions of NEP, 2020.

3. NEP 2020 - Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System.

9.3The purpose of quality higher education is therefore more than simply the creation of greater opportunities for individual employment; it represents the key to more vibrant, socially engaged, and cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

SDGs and Higher Education Institutions

The newly implemented Transforming Our World: 2030 Agenda for Sustainable Development, building on the principle of leaving no one behind, through its 169 targets under 17 goals is serving as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 2030 global agenda recognises that addressing Sustainable Development Goals (SDGs) challenges is everybody's responsibility and highlights the creativity, know-how, technology, and financial resources that are necessary to achieve these 17 Goals.

It is a historical fact that education plays an essential and decisive role in the economic, social, and political development of a country and impacts each area to a significant degree. The same is the scenario with Sustainable Development. Notably, higher education

institutions have a crucial leadership role to play and thereby prove their relevance to the needs and requirements of society.



Engaging with SDGs as a moral imperative would provide a platform for educational institutions to demonstrate their contribution to local and global wellbeing and a powerful narrative of their impact as agents of change to their stakeholders.

SDGs as framework for SDUAHER Institutional Distinctiveness



Goal 1 encompasses the aim of eradicating poverty - not only in monetary terms but in all forms and dimensions by 2030.

Recommendations to SDUAHER:

- The institution provides equal employment opportunities for all economic and social classes.
- Ensure that the institution has funding and scholarship programs to support lower-income and disadvantaged backgrounds.
- Ensure all staff are paid sustainable living wages.
- Collaborate and engage with local communities to tackle poverty locally.
- Ensure fair trade and ethical supply chains to meet the institute objectives.
- Ensure institute policies promote Environment, Social, and Governance (ESG) principles.



The goal aims to end all forms of hunger and malnutrition by 2030, making sure all people -especially children - have sufficient and nutritious food all year.

Recommendations to SDUAHER :

- Organise nutrition awareness programs, and make available sustainable, nutritious, and affordable food choices on campus.
- Reduce food wastage on campus.
- Facilitate food production on campus through student clubs and institute initiatives.
- Support farming communities in the nearby villages with farming equipment, and technical training programmes to improve the efficiency and resilience of the agricultural sector.
- Collaborate on initiatives within the community that addresses to end hunger locally.



Good health is essential to sustainable development and the 2030 Agenda reflects the complexity and interconnectedness of the two.

Recommendations to SDUAHER :

- Review, create, and coordinate campus policies and infrastructure with attention to health, well-being, and sustainability.
- Organise periodic health and well-being programmes, including health camps, awareness on physical and mental health, sanitation, hygiene, substance abuse etc.
- Provide on-campus physical and mental health counselling services and access to affordable health and wellbeing services through insurance mechanisms.
- Build and support inspiring and effective relationships and collaborations on and off campus to develop, harness, and mobilise knowledge and action for health promotion locally and globally.
- Ensure appropriate practices are in place for dealing with hazardous substances.



Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

Recommendations to SDUAHER :

- For students, institutions should emphasise developing high-level cognitive and non-cognitive skills such as problem-solving, critical thinking, creativity, teamwork, communication skills, conflict resolution, etc. embedded into course curriculum and pedagogy.
- Design courses and encourage research on Sustainable Development.
- Promote distance learning and the digitisation of the curriculum to ensure inclusivity.
- Enhance opportunities for capacity building of students from local communities to address the challenges relating to the SDGs at the local level.
- Provide in-depth academic or vocational training to implement SDG solutions.
- Support vulnerable and disadvantaged people to access and participate fully in the university, including persons with disabilities, indigenous peoples, people experiencing financial difficulty, and set new benchmarks for inclusivity.
- Providing programs to enhance literacy and education in communities and schools in the institute's local area and beyond.
- Through education and co-curricular activities, promote student volunteering activities that address the SDGs.
- Embed Education for Sustainable Development into all undergraduate and graduate courses and entrepreneurship and graduate research training.
- Encourage and support all student clubs and societies to engage with the SDGs and enhance student-led inter-university engagements for SDG-related events and activities.
- Support students to engage in national and global leadership programs for young people on the SDGs, such as SDSN Youth, UNMCGY platform etc. Train and produce well-qualified teachers for primary and secondary education, and also for the vocational, and technical schools.



Ending all discrimination against women and girls is a basic human right and is a prerequisite for sustainable development. Goal 5 calls for ending all forms of violence, trafficking and sexual exploitation of women and girls.

Recommendations to SDUAHER :

- Support gender equality by paying male and female staff the same and ensuring senior positions are reflective of the diverse society in which we live.
- Institution improves employment opportunities for women from the neighbouring villages.
- Provide flexible working and supportive maternity and paternity policies.
- Provide on-campus childcare facility and promote workplace flexibility.

- Have stringent HR policies about gender discrimination and sexual abuse.
- Continued engagement with the local community women to promote female education and empowerment through employment.
- Celebrate International Women's Day and organise activities to raise awareness of gender inequality and how to improve it.
- Implementing workplace gender equity strategies, including those for improving the representation of women in university leadership positions and senior academic roles.



Goal 6 calls for access to safe and affordable drinking water, sanitation facilities, and hygiene for all by 2030.

Recommendations to SDUAHER :

- Encourage research into innovation in water conservation and sanitation
- Use water saving irrigation techniques for maintenance of the green areas in the campus
- Develop plans for on campus biodiversity and ecosystem management
- Work towards achieving zero waste generation campus
- Install water harvesting, storage and reuse systems



Goal 7 is aimed at ensuring universal access to affordable, reliable and efficient energy services by 2030.

Recommendations to SDUAHER :

- Invest in on-campus renewable energy production. Maximise solar power use within the campus and develop a revenue-generating model through contributing to the power grid.
- Ascertain policies and plans for net-zero emissions.
- Establish biogas plants on campus powered by the on-campus bio-waste.
- Encourage research into alternative energy sources.



Goal 8 promotes sustained economic growth, higher levels of productivity and technological innovation.

Recommendations to SDUAHER :

- Embed the concept of the circular economy into relevant courses and incubation centre activities.
- Look forward to identifying local talent and nurturing that to the national and international level in areas of academics, leadership, culture, and sports.
- Provide appropriately positioned and supported scholarship and financial assistance schemes for students in need.
- Support creativity and innovation through a culture of acceptable risk-taking, and provide the appropriate space and process for ideas to flourish.
- Enhance opportunities for lifelong learning, such as executive education, on line learning, and vocational training. Form strong links with business and industry to monitor employer trends and skills requirements, to inform appropriate training within the institute.
- Maximise employability for graduates through partnerships and by ensuring that the course curriculum meets market needs.



This goal promotes investment in innovation; and reliable and resilient infrastructure which are crucial drivers of economic growth and development.

Recommendations to SDUAHER :

- Encourage sustainability to be embedded within research and business ethics, and ideas that are incubated.
- Work with students on sustainability initiatives, particularly Living Labs projects.
- Adopt energy-efficient, water-efficient, and material-efficient construction practices.
- Retrofitting of existing buildings to increase resource efficiency.
- Pilot innovative solutions to improve campus operations.
- Organize hackathons and entrepreneurship initiatives, contribute to innovations, and develop the industry around solutions towards sustainability.
- Commit to sustainable and reliable Information and communications technology processes and services.
- Improve and diversify learning opportunities for students, using a wide range of education and training modalities to acquire relevant knowledge, skills, and competencies for decent work and life.



The Goal calls for progressively reducing not only income inequalities but also inequalities-of-outcome by ensuring access to equal opportunities and promoting social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or any other status relevant within society.

Recommendations to SDUAHER :

- Create scholarships and bursary opportunities for those from deprived backgrounds.
- Run volunteering opportunities for students and the community to promote awareness of social justice.
- Develop education support programmes with local backward schools.
- Commit to the elimination of all forms of discrimination across the institutions.
- Institute an equity agenda and a plan that commits to equal opportunity and reduced inequalities in all processes and activities, including recruitment policy and pay.



Goal 11 promotes inclusive and sustainable urbanisation.

Recommendations to SDUAHER :

- Encourage green belt development and enhance ecosystem services of the region.
- Create a safe environment on campuses for all, and regularly update health and safety policies.
- Work with local authorities to improve the sustainability of the local area, offering the institutions expertise and experience to determine direction.
- Measure and report on social and environmental impacts of an institution.
- Commit to ensuring the campus always remains safe, green, and provides accessibility for all levels of mobility.
- Committing to investing in and developing the local community.
- Working with local and State Governments to advocate for greater access to and provision of sustainable transport systems including public transport and bike paths.
- Providing safe and affordable on-campus and/or university-supported housing.
- Allowing fluid campus boundaries to encourage the use of green space by local community members as a public amenity.
- Implement best practices for pollution control.



The Goal emphasises "doing more with less" thus promoting resource efficiency, green economies and sustainable infrastructure. It also focuses on reducing degradation and pollution and minimising waste.

Recommendations to SDUAHER :

- Ensure procurement policy involves checking the supply chain for sustainable practices and ensuring that resources are used in the most efficient manner.
- A robust waste handling system is in place on the campus.
- Create initiatives that encourage a reduce, reuse, recycle policy.
- Move towards digital coursework/dissertation submissions to reduce paper use.



The Goal is aimed at integrating climate change measures, disaster risk measures and sustainable natural resource management into national development strategies.

Recommendations to SDUAHER :

- Campus pursues a green rating of their built infrastructure.
- Embed education that highlights the urgency of Climate Change action into the curriculum.
- Train staff and students to be carbon literate.
- Make use of tools such as The Sustainability Literacy Test (Sulitest) to raise awareness in staff and students.
- Get your institution's executive team to sign the Global Climate Letter.



Goal 14 commits countries to conserve and sustainably use oceans, seas and marine resources.

Recommendations to SDUAHER :

- Raise awareness of the issues around water quality, marine litter, climate change, toxic chemicals, shipping, and coastal wave protection.
- Encourage the use of sustainable products.
- Encourage research into plastic alternatives for prevalent items in waterways and oceans.
- Organize litter picking initiatives, particularly on the coast.
- Ensure that resources are used most efficiently.



The Goal is aimed at protecting, restoring and promoting sustainable use of terrestrial ecosystems; sustainable management of forests; combating desertification, and halting and reversing land degradation in conjunction with integrating ecosystems and biodiversity into national and local planning.

Recommendations to SDUAHER :

- Commit to improving biodiversity on campus.
- Create a biodiversity standard and strategy.
- Commit to protecting, restoring, and promoting the conservation and sustainable use of land and water in the wider area.
- Run extracurricular activities that promote awareness and learning on biodiversity.
- Robust landscaping plan in place to maintain a healthy ratio of build and green spaces.



Peace, stability and effective governance based on rule-of-law and upholding the principles of equality, human rights and justice are prerequisites for sustainable development. The 2030 Agenda aims to significantly reduce all forms of violence, and work with governments and communities to end conflict and insecurity.

Recommendations to SDUAHER :

- Ensure sustainable development is prioritised at a strategic level, and it has buy-in across all levels of the institution.
- Ensure transparency and accountability by regularly submitting Sustainability reports and ESG compliance reports.
- Work to internationalize your institution with an internationalisation strategy.
- Organize free legal aid camps and programmes to ensure that the disadvantaged communities of the society can also avail free access to justice through accessible legal resources.
- Involving staff, students, and key stakeholders in university governance decisions.
- Ensuring that the policies and culture of the institution indicate that bribery, corruption, violence, crime, and acts of terrorism is unacceptable.
- Ensuring that all staff and students have access to justice and information about their rights.
- Developing policies, procedures and plans to ensure the campus is safe for all staff, students and visitors.



Goal 17 aims to strengthen the means of implementation and revitalise the global partnership for sustainable development.

Recommendations to SDUAHER :

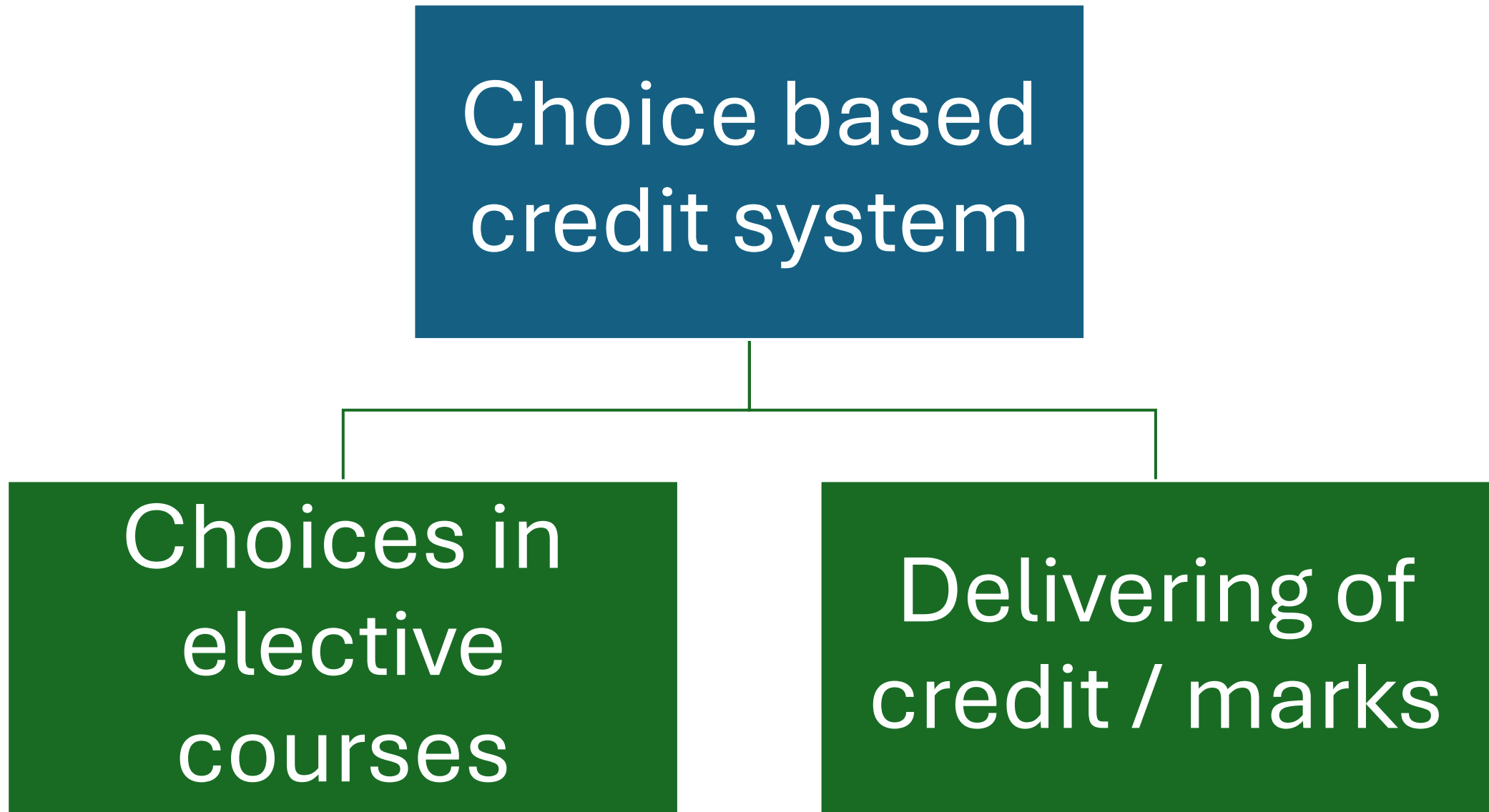
- Encourage and promote effective public, public-private, community, and civil society partnerships through community outreach initiatives.
- The institution faculty should coordinate and partner with student clubs and community to co-develop, pilot and upscale sustainable solutions.
- Building strategies and culture that openly supports developing, maintaining, and enhancing partnerships both internally and externally.

SDUAHER should embed the recommendations as provided in the document into its mission, goals, strategies and IDP to champion the change which the educational institutions in India have envisioned to embark on a journey towards excellence in sustainable development.

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1. SDG India index & dashboard 2020-21. Partnerships in the decade of action – NITI Ayog 2021.
2. Localising sustainable development goals – Early Lessons from India 2019. NITI Ayog 2019.
3. Fallah Shayan N; Mohabbati-Kalejahi N; Alavi, S; Zahed M.A. Sustainable Development Goals (SDGs) as a Framework for Corporate Social Responsibility (CSR). Sustainability 2022, 14, 1222. <https://doi.org/10.3390/su14031222>
4. Chaleta E; Saraiva M; Leal F; Fialho I; Borralho A. Higher Education and Sustainable Development Goals (SDG)—Potential Contribution of the Undergraduate Courses of the School of Social Sciences of the University of Évora. Sustainability 2021, 13, 1828. <https://doi.org/10.3390/su13041828>

Update on UGC-CBCS and UGC Dec – 2022 credit framework



Electives

2015 Regulations

Ability enhancement
compulsory course

- English, Environment science, constitutional rights

Skill enhancement
compulsory

- Computer, fine arts

Discipline elective

- BLS, suctioning, etc

Generic elective

- Leadership, team management

Recommended Elective courses for 3 years program	Recommended Elective courses for 4 years program
AEC- 2	AEC- 2
SEC – 4	SEC – 4
DEC – 2	DEC – 4
GE -4	GE -4
Total 12: Minimum completion – 10 courses	Total 16 Minimum completion – 13 courses

Constitution of India : 2 credits additional
Kannada language : 4 credits additional

Project/ dissertation : 6 credits additional
Internship credits: additional

SOP for OPERATIONALIZATION OF NATIONAL CREDIT FRAMEWORK (NCrF) in HIGHER EDUCATION

Introduction:



CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

UGC- 2022 CBCS guidelines

- Ability enhancement course
- Skill enhancement course
- ~~• Discipline elective~~
- ~~• Generic elective~~
- **Value added course**
- **Summer internship**

Table 2: Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary ✓	09	09
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 – 08
7	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

Credit calculation for health science course based on MOH curriculum

Ministry of Health and Family Welfare



सत्यमेव जयते

Model Curriculum Handbook

PHYSIOTHERAPY

1st sem hrs

Physiotherapy – MOH

Curriculum Outline

First Semester (0-6 months)

Sl. No.	Course Titles	Hours			Weekly class hours
		Theory	Practical	Total	
BPT-001	Human Anatomy-1	60	75	135	9
BPT-002	Human Physiology -1	60	30	90	6
BPT-003	Biochemistry	45	15	60	4
BPT-004	Sociology	45	-	45	3
	Foundation course - Internal examination				
BPT-005	Introduction to Healthcare Delivery System in India	30	-	30	2
BPT-006	Basic computer and information science	15	30	45	3
BPT-007	English, Communication and soft skills	30	15	45	3
	PBL/ Assignment/ICT learning			45	3
	Community orientation and clinical visit			45	3
	Total	285	165	540	36

Seventh Semester (37-42 months)

Sl. No.	Course Titles	Hours			Weekly class hours
		Theory	Practical	Total	
BPT-033	Physiotherapy in Neurology & psychosomatic disorder	60	75	135	9
BPT-034	Biostatistics & Research Methodology	60		60	4
BPT-035	Health Promotion and Fitness	15	30	45	3
BPT-036	Clinical cardiovascular & pulmonary	60		60	4
	Not for university examination				
BPT-037	Principles of Management	30		30	2
BPT-038	Critique inquiry, case presentation and discussion		15	15	1
	Clinical education		195	195	13
	Total	225	315	540	36

540 hrs = 90 working days * 6 hours calculation

Credit calculation for health science program based on MOH curriculum

Core course		540 hours per semester	
Credit calculation			
Theory : 2070	$\div$ 15 hrs	= 138 credits	
Practical: 2280	$\div$ 30 hrs	= 76 credits	
Internship: 960	$\div$ 30 hrs	= 32 credits	
Total credit for core course		= 246 credits	
AEC, SEC, VAC,		= 34 credits	
Total credit for total course		= 280 credits	
Summer internship not added			

Research 12 credits added inside core curriculum

Constitution of India : 2 credits additional, Kannada language : 4 credits additional

No of elective courses – CBCS – 2022

COURSE	Total numbers	Credits
Inter/multidisciplinary course	3	6 / 9 credit
Ability enhancement compulsory	4	8 / 12 credits
Skill enhancement	3	6/9 credits
VAC	2	6/8 credits
Total	12	24/36

Supportive slides

a. Major and Minor Courses:

All discipline-specific courses (major or minor) may be 4 credits or as appropriate. An additional one to two credits may be allotted for tutorials or practicals.

b. Other Courses:

All courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories may be of 3-credits or as appropriate;

c. Common Value-Added Courses:

Courses under Value Added, Summer Internship/ Apprenticeship/ Community outreach activities, etc., for all majors, may be of 2-credits or as appropriate;

d. Final year Research project / Dissertation etc., may be of 12 credits.

Tables 2 and 3 in the following sections provide the minimum credit requirements under each category and the distribution of course levels across 6/8 semesters.

- Discussion

Input-Process-Outcomes-Impact Model for Accreditation

Also called as Logic Model or Systems model for management has been proposed by UGC/NAAC for preparing a framework of proposed 10 parameters and their essential variables. Attributes of HEIs – 10 parameters

- (i) Curriculum (ii) Faculty Resources (iii) Learning and Teaching
(iv) Research and Innovation (v) Co-curricular and extra-curricular activities
(vi) Community Engagement, (vii) Green Initiatives (viii) Governance and Administration
(ix) Infrastructure Development (x) Financial Resources and Management.

So, accreditation will happen with due consideration for Inputs, Processes, Outcomes, and Impact across different attributes of HEI.

(i) Curriculum

Input	Process	Outcome	Impact
Source of the content which is open for public viewing in their portals	• Students' Feedback • Teachers' Feedback • Stakeholders' involvement • Method of periodic upgradation	• Successful completion of Course (Passing) • Updated knowledge • Time management catering to the needs of the semester system	• Progression towards higher level of education - educated-ness in the society • Increased

Example – 1

HEI's attribute – Curriculum, Input – Curricular content, Process – Stakeholder's involvement, Outcome - Teaching content contextualised leading to real-world skilling in the learners, Impact - Increased possibilities skilled workforce leading to placement or self-generated jobs.

Processes for stakeholder's involvement –

SDUAHER Processes for stakeholders' involvement in curriculum development and revision

Background- Involving stakeholders in curriculum development and revision is essential to ensuring that educational programs meet the needs of learners, align with stakeholders' expectations, and reflect current trends and best practices in education.

Processes for engaging stakeholders effectively in curriculum development and revision:

1. **Identifying Stakeholders**: Identify key stakeholders who have a vested interest in the curriculum, such as teachers, students, parents, administrators, subject matter experts, industry representatives, community members, and policymakers.
2. **Stakeholder Consultation**: Conduct meaningful consultation sessions with stakeholders to gather their input, insights, and feedback on the existing curriculum or proposed revisions. This can be done through focus groups, surveys, interviews, workshops, or online platforms.
3. **Establishing a Curriculum Development Committee**: Form a diverse committee comprising representatives from various stakeholder groups to lead the curriculum development or revision process. This committee can ensure that different perspectives are considered and incorporated into the curriculum design.

4. Setting Clear Objectives and Outcomes: Define clear objectives and learning outcomes for the curriculum revision process. Stakeholders should have a shared understanding of the goals and the intended impact of the curriculum changes.

5. Regular Communication and Updates: Keep stakeholders informed about the progress of the curriculum development or revision process through regular updates, meetings, and reports. Transparent communication fosters trust and engagement among stakeholders.

6. Incorporating Diverse Perspectives: Ensure that the curriculum development process includes opportunities for incorporating diverse perspectives, including input from underrepresented groups, students with diverse learning needs, and marginalized communities.

7. Pilot Testing and Feedback: Pilot test the revised curriculum in selected classrooms or educational settings to gather feedback from teachers, students, and other stakeholders. Use this feedback to make adjustments and improvements before full implementation.

8. Professional Development for Teachers: Provide professional development opportunities for teachers to familiarize them with the revised curriculum, new instructional strategies, assessment methods, and resources. Engage teachers in the curriculum development process to enhance ownership and buy-in.

9. Alignment with Standards and Best Practices: Ensure that the revised curriculum aligns with national or state standards, educational policies, and best practices in pedagogy and curriculum design. Stakeholders should be involved in validating the alignment of the curriculum with these standards.

10. Evaluation and Continuous Improvement: Establish mechanisms for evaluating the effectiveness of the revised curriculum in achieving its intended outcomes. Gather feedback from stakeholders on an ongoing basis and use data to inform continuous improvement and future revisions.

Engaging stakeholders in curriculum development and revision processes not only leads to more relevant and effective educational programs but also promotes ownership, collaboration, and a shared commitment to enhancing learning outcomes for all students.

Example -2

HEI's attribute – Learning & Teaching, Input- Wi-Fi campus for content delivery,

Process - To access online ubiquitous information in the campus and classes,

Outcome - Holistic and contextual understanding of the subject and impact of learning in life, Impact - Attainment of learning outcome, progression in studies & profession.

Processes for having a good Wi-Fi campus –

SDUAHER Processes for establishing and maintaining a Wi-Fi campus

Background: Establishing and maintaining a Wi-Fi campus in a university involves various processes that ensure reliable connectivity and seamless network performance for students, faculty, staff, and visitors. Here are the

SDUAHER key steps to set up and sustain a Wi-Fi campus:

1. Network Planning and Design:

- Conduct a comprehensive site survey to identify the optimal locations for access points (APs) based on user density, building layout, and potential sources of interference.

- Create a detailed network design that includes the number of APs, their placement, and the type of equipment needed to provide adequate coverage across the campus.

2. Infrastructure Deployment:

- Install and configure network infrastructure components such as routers, switches, and APs as per the designed network plan.
- Ensure that cabling and power sources are properly set up to support the Wi-Fi infrastructure.

3. Security Implementation:

- Secure the Wi-Fi network by implementing encryption protocols like WPA2 or WPA3 to protect data transmission.
- Set up firewall rules, access controls, and intrusion detection/prevention systems to safeguard the network from cyber threats.

4. Quality of Service (QoS) Configuration:

- Configure QoS settings to prioritize critical applications like online learning platforms, VoIP, or video conferencing over less time-sensitive traffic to ensure a consistent user experience.

5. User Authentication:

- Implement secure user authentication mechanisms such as WPA2- Enterprise, which requires users to enter personal credentials for network access.
- Set up a guest network with limited access for visitors to the campus.

6. Network Monitoring and Management:

- Use network monitoring tools to track network performance, identify connectivity issues, and troubleshoot any disruptions promptly.
- Regularly update firmware and software patches to maintain network security and functionality.

7. Capacity Planning and Scalability:

- Plan for future growth and scalability by considering the increasing number of devices bandwidth requirements. Ensure that the network infrastructure can accommodate potential expansion.

8. User Support and Training:

- Provide user support services for students, faculty, and staff to assist with Wi-Fi connectivity issues and troubleshoot-related problems.
- Offer training sessions to educate users on network access procedures, security best practices and optimizing Wi-Fi performance.

9. Regular Maintenance and Upgrades:

- Conduct periodic maintenance checks to ensure the network infrastructure is functioning optimally.
- Upgrade network equipment and technologies as needed to keep up with advancements in Wi-Fi standards and user demands.

By following these processes, SDUAHER can establish a robust Wi-Fi campus that meets the connectivity needs of all stakeholders and supports a productive learning and working environment.