

DOCUMENTATION REPORT

Decentralization and Participative Management in Institutional Governance

1. Introduction

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) upholds a culture of decentralization and participative governance, actively engaging faculty, staff, and students across all levels of institutional functioning through well-defined structures and delegated authority. This report documents the decentralized institutional structure of the Academy and presents a case study of the curriculum/programme review process as a working illustration of participative decision-making in practice, supported by evidence from the Action Taken Report (ATR) on Curricular Feedback from Stakeholders for the year 2024-25.

2. Decentralized Institutional Structure

Administrative and academic responsibilities at SDUAHER are distributed across various statutory and functional bodies, ensuring collective ownership and timely decision-making at appropriate levels. These bodies include:

- Board of Management
- Academic Council
- Faculty and Departmental Boards of Studies
- Internal Quality Assurance Cell (IQAC)
- Finance Committee
- Grievance and Cultural Committees

Heads of Departments and Deans are empowered with functional autonomy in academic planning, resource allocation, and day-to-day administration. Regular meetings and structured reporting mechanisms ensure accountability and coordination between these decentralized units and the central leadership of the Academy, thereby balancing institutional autonomy with unified strategic direction.

3. Case Study: Curriculum/Programme Review Process

The curriculum/programme review process at SDUAHER exemplifies the Academy's participative governance model in action. The process unfolds in three broad stages, described below.

3.1 Feedback Collection

Inputs on the curriculum are systematically gathered from a wide spectrum of stakeholders, namely:

- Individual faculty feedback
- Class Committees
- External experts

- Departmental and Faculty Boards of Studies
- Academic Council
- Alumni
- Parents
- Employers
- IQAC
- Statutory Regulatory Authorities
- Board of Management

3.2 Departmental Review

Departments conduct annual reviews of the curriculum, analysing the feedback received from each stakeholder category and proposing syllabus revisions or new core/elective courses where warranted.

3.3 Approval Process

Proposals arising from departmental review are routed sequentially through the following approval chain, ensuring multi-tier validation before implementation:

1. Departmental Board of Studies
2. Faculty Board of Studies
3. Academic Council
4. Board of Management

Curriculum workshops involving subject experts alongside faculty further strengthen this participative process, ensuring academic relevance and continuous improvement.

4. Documented Evidence: Action Taken Report (ATR) on Curricular Feedback 2024-25

The curriculum review process described above is formally documented each year through an Action Taken Report (ATR) on Curricular Feedback from Stakeholders, which is analysed at the Office of the Director Academics, circulated to all departments for discussion and action, and finally placed before the Academic Council for approval. The ATR for the year 2024-25 was approved as follows:

Particulars	Details
Approving Body	Academic Council, SDUAHER
Meeting	53rd Meeting of the Academic Council
Date & Mode	18th June 2025, 11:00 A.M., Hybrid Mode, Council Hall
Chairmanship	Dr. B. Vengamma, Hon'ble Vice-Chancellor
Agenda No.	AC/LIII-15/25
Subject	ATR on curriculum feedback from stakeholders for the year 2024-25

Particulars	Details
Resolution	The Academic Council resolved to approve the ATR on curriculum feedback from stakeholders for the year 2024-25
Extract Issued	07-07-2025, by the Registrar, SDUAHER

4.1 Coverage of the ATR

Feedback was collected and acted upon across the following constituent faculties and colleges of the Academy, from students, teachers, alumni, professionals and employers:

- Faculty of Medicine (Sri Devaraj Urs Medical College)
- Faculty of Allied Health and Basic Sciences (Departments of Allied Health & Sciences, Clinical Nutrition & Dietetics, Physiotherapy, Speech Language Pathology, Cell Biology & Molecular Genetics, Integrative Medicine–Yoga)
- Sri Devaraj Urs College of Nursing
- R. L. Jalappa College of Pharmacy

4.2 Illustrative Sample of Action Taken (Faculty of Medicine – Student Feedback)

A representative sample of student feedback and corresponding institutional action from the Faculty of Medicine is presented below to illustrate how stakeholder suggestions translate into concrete action:

Feedback Theme	Response	Action Taken
Foundation course orientation	82% found orientation adequate	40 3D models and 20 cadavers made available; head & neck / neuroanatomy duration set per NMC guidelines
Early Clinical Exposure (ECE)	85% found ECE helpful for correlating theory and practice	Each faculty member assigned five students during practicals to enhance interaction
Self-directed learning / SGD	82% found self-directed reading effective	SGD questions circulated 3–4 days in advance; one-to-one discussion on the day of the session
AETCOM module	87% reported improved professionalism and communication skills	Practical classes continue to be conducted as per CBME curriculum
Bedside / patient-applied teaching	88% agreed competencies were adequately covered	More clinically relevant, patient-applied topics incorporated into bedside teaching

4.3 Illustrative Sample of Action Taken (Faculty Feedback, Faculty of Medicine)

Feedback Theme	Response	Action Taken
Currency of curriculum with trends	87% agreed curriculum aligns with current trends	Continued utilisation of e-learning tools via the LMS
Faculty development	86–91% affirmed adequate opportunity and impact of FDPs	Monthly FDPs organised by UCHPE; workshops (ELS3–ELS5) and webinars conducted;

Feedback Theme	Response	Action Taken
		newly recruited faculty deputed for Basic Course in Medical Education and CISP

4.4 Cross-Faculty Snapshot of Stakeholder Satisfaction

The following table summarises representative satisfaction levels reported across stakeholder categories for select faculties/colleges, indicating broad-based engagement with the review process:

Faculty / College	Stakeholder	Representative Satisfaction
Faculty of Medicine	Students	76%–88% agreement across curriculum parameters
Faculty of Medicine	Faculty	86%–93% agreement across curriculum parameters
Faculty of Medicine	Alumni	84%–91% agreement across curriculum parameters
Faculty of Medicine	Professionals	86%–99% agreement across curriculum parameters
Faculty of Medicine	Employers	87%–99% satisfaction across performance parameters
Faculty of Allied Health & Basic Sciences	Students (by department)	71%–100% agreement across departments
Sri Devaraj Urs College of Nursing	Students	97%–100% agreement across curriculum parameters
R. L. Jalappa College of Pharmacy	Students / Faculty / Professionals	62%–100% agreement across curriculum parameters

5. Observations

- The multi-tier feedback and approval chain (Department → Faculty Board of Studies → Academic Council → Board of Management) ensures that curricular changes are vetted at every functional level before adoption.
- Stakeholder feedback consistently translates into specific, traceable actions (e.g., increased faculty-student interaction ratios, revised SGD scheduling, augmented skill-lab resources), demonstrating the responsiveness of the decentralized structure.
- Representation from faculty of other universities on Boards of Studies, and structured faculty development programmes, reinforce academic quality and currency across constituent institutions.
- The formal approval of the ATR by the Academic Council (53rd meeting, 18th June 2025) and its extraction/circulation by the Registrar closes the feedback loop, ensuring transparency and institutional accountability.

6. Conclusion

The decentralized institutional structure of SDUAHER, operating through clearly delegated statutory bodies and functional autonomy at the departmental and faculty level, enables broad-based, participative governance. The annual curriculum/programme review process — anchored in systematic feedback collection, departmental analysis, and sequential multi-body approval — stands as a concrete and well-documented example of this culture, as evidenced by the Action Taken Report on Curricular Feedback from Stakeholders for the year 2024-25, duly approved by the Academic Council.



Registrar

Registrar

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