AQAR – 2024-25

YEARLY STATUS REPORT - 2024-2025

Part A	
Data of the Institution	
1.Name of the Institution	Sri Devaraj Urs Academy of Higher Education and Research
Name of the Head of the institution	Dr. B Vengamma
Designation	Vice Chancellor
Does the institution function from own campus	Yes
Phone no. of the Vice-chancellor	08152243242
Alternate phone No.	9880323216
Mobile no (Vice-chancellor)	9880323216
Registered Email ID (Vice-chancellor)	vicechancellor@sduaher.ac.in
Address	Tamaka, NH-75
City/Town	Kolar
State/UT	Karnataka
Pin Code	563103
2.Institutional status	
University	Deemed
Type of Institution	Co-education
Location	Urban
Financial Status	Private
Name of the IQAC Co-ordinator/Director	Dr. Muninarayana C
Phone No.	08152243160
Alternate phone no.	9880323216
Mobile No:	9448241717
IQAC e-mail ID	iqac@sduaher.ac.in
Alternate e-mail	registrar@sduaher.ac.in
3.Website address	https://sduaher.ac.in
4. Whether Academic Calendar prepared during the year?	Yes
If yes, was it uploaded in the Institutional Website?	https://sduaher.ac.in/academic-calendar.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.66	2015	16/11/2015	15/11/2020
Cycle 2	B+	2.71	2022	05/07/2022	04/07/2027

6.Date of Establishment of IQAC	23/01/2016
7.Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.	

Institution/ Department/ Faculty	Scheme	Funding agency	Year of award with duration	Amount	Institution/ Department/ Faculty
Nil	Nil	Nil	Nil	Nil	Nil

8.Is the composition of IQAC as per latest NAAC guidelines	Yes
Upload latest notification of formation of IQAC	https://sduaher.ac.in/iqac.html
9.No. of IQAC meetings held during the year	4
Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website	Yes
(Please upload, minutes of meetings and action taken report)	https://sduaher.ac.in/minutes-of-iqac-meetings.html
10. Did IQAC receive funding from any funding agency to support its activities during the year?	No
If yes, mention the amount	

11. Significant contributions made by IQAC during the current year (maximum five bullets)

2023-24 Significant contributions made by IQAC during the current year

Criterion 1: Curricular Aspects

- Strengthened academic-curriculum flexibility as per UGC 2023 Regulations — UG/PG credit-based curricula, Academic Bank of Credits, and the PG credit framework under NMC — and directed annual review/hosting of programme brochures and AISHE codes for all constituent colleges.

Criterion 2: Teaching-Learning and Evaluation

- Approved a Central Admission Cell with an integrated student management system to standardise admissions and evaluation-related data (CO-PO, AQAR) across programmes, and took up PhD fee/stipend benchmarking for Academic Council review.

Criterion 3: Research, Innovation and Extension

- Advanced the Incubation and Innovation Centre (proposed 3,000 sq. ft. facility, R.L.J.I.T collaboration), sustained monthly R&D Cell activities and faculty publications/patents, and approved PhD fee reduction, higher stipends, and MSc-PhD dual-degree tie-ups to boost research output.

Criterion 4: Infrastructure and Learning Resources

- Ensured continued accreditation readiness of hospital and laboratory infrastructure — NABH surveillance assessment and Blood Bank certification at RLJH&RC, NABL transition training for ISO 15189:2022 — alongside IT/IDP strengthening and geotagged facility documentation for AQAR.

Criterion 5: Student Support and Progression

- Broadened student and alumni representation on the IQAC across Ph.D., PG and UG levels, and escalated PhD stipend/fee concerns to the Registrar and Academic Council with comparative institutional data to support student progression.

Criterion 6: Governance, Leadership and Management

- Renotified the IQAC structure aligned to NAAC's Binary Accreditation/HEI-Attribute framework, ensured timely AQAR 2023-24 submission and NAAC approval, initiated NAAC

reassessment (IIQA/SSR) preparations, and promoted real-time data systems and regular review meetings.

Criterion 7: Institutional Values and Best Practices

- Adopted villages in the Antara Ganga Mountain area under SDG 3 & 6 with a dedicated outreach team, and reinforced institutional values through Gender Champion, POSH, and anti-discrimination guideline discussions and BLS/fire-safety/health awareness drives.

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

Plan of Action	Achievements/Outcomes
Criteria I	
1. Strengthening outcome-based education with mapping to attainment in summative exams.	Mapping of summative exam attainment has been successfully completed for 19 academic programs, ensuring alignment with learning outcomes and performance metrics.
2. More curricular revisions with emphasis on skill enhancement, patient safety, Biosafety environment, and sustainable development goals (UNESCO 17 Goals).	03 program curricular revision has been done
3. Starting super specialty program in Geriatrics, Oncology.	In progress
4. Starting / strengthening sub-specialty in branches like Ophthalmology, Medicine, Surgery, Orthopaedics, OBG, and Dermatology.	Sub-specialty clinics/services in Ophthalmology, Medicine, Surgery, Orthopaedics, OBG and Dermatology have been strengthened; 3 new sub-specialty services/clinics were started during 2024-25 Diabetic Clinic, Child Rehabilitation Clinic, and Fertility Clinic
Criteria II	
1. Strengthening Mentor, Mentee Programs.	Mentor-mentee programme strengthened: every UG/PG student is assigned to a faculty mentor, with 1: 5 ratio of mentor-mentee meetings held and records maintained; All the students received academic/personal counselling.
2. To increase full-time Ph.D. students by providing fellowships and other research incentives and also encourage faculty to enrol for Ph.D.	In Progress
3. In the Skill lab, up-gradation of equipment is essential as models are old. High-end simulation modules are essential.	In Progress
Criteria III	
1. To increase the functional MOUs with national and international organizations	26 MoU signed in the academic Year 2024-25

/ Universities.	
2. More PG and UG are to be encouraged to apply for STS projects (ICMR and University grants)	27 Research Project received from ICMR
3. To start a Bio Incubation Centre in the university and prepare a start-up policy to encourage faculty to innovate and incubate.	In Progress
4. To increase publication by the faculty and post-graduates by improving the research ecosystem.	Process Started with Strategic Plan implied
5. Collaboration with other Universities and medical institutions may be made, and regular collaborative activities should materialize.	Collaboration with • **Universities:** SRIHER, Nitte, Jain, Adichunchanagiri, University of Horticultural Sciences and VIT (collaborative research). • **Research institutes:** ICMR-NCDIR, JNCASR, NIMHANS, Centre for Brain Research and Sri Jayadeva Institute. • **International:** Harvard T.H. Chan, California State University and Peace Innovation Society (Canada). • **Hospitals and industry:** Narayana Health, Manipal, Aster, Vittala Institute of Ophthalmology and Bigtec.
Criteria IV	
1. IT infrastructure emphasis should be given to the installation of Display boards and smart boards.	Classroom projectors have been upgraded to new LED models. Additionally, most classrooms have been equipped with interactive panels to enhance student engagement and learning.
2. Studio, YouTube channel, and community radio should be launched at the earliest.	In Process
3. Emphasis may be more on developing Subspecialty departments in all departments.	In Medicine Department : Pulmonology is in Process , Surgery ; Plastic and Liver Transplant Surgery , Neurology : Neuromedicine and Neurosurgery Started.
4. The Oncology Super specialty department may be established.	Established with three departments Namely: Medical Oncology, Surgical Oncology and Radiation Oncology
5. Unique dept “Clinical Nutrition and Dietetics” may be showcased.	**Completed**

6.The College of Physiotherapy may be se parate.	Completed
Criteria V	
1. Training for Competitive Exams (NEET PG entrance examinations) should be organized more in number.	2 Training session for the UG and PG NEET Examination
2. Career Counselling training programs should be conducted regularly.	4 Career Counseling Training were conducted in the academic Year
3. Pre-placement activities should be organized regularly.	2 Session Conducted : C V Writing and WHAT NEXT
4. The NSS activities are not satisfactory, more activities should be in place.	NSS were divided to 4 units and units having an annual program of 12 Conducted throughout the academy
Criteria VI	
1. To conduct regular AAA Audits annually with internal and once in 3 years with external assessors	--
2. To prepare an Institutional development plan with definite short and mid-term and long-term goals.	--
Criteria VII	
1. To revisit the best practices of the university to make them more outcome-based, and one of them related to the research of innovation and entrepreneurship, particularly in rural India.	Best practices reviewed and made outcome-based; the best practice on research, innovation and entrepreneurship in rural India documented with outcomes
Similarly, Institutional distinctiveness also requires modification with clear-cut objectives and analysis.	--
IQAC Team 1. To proactively pursue the implementation of future plans of SDUAHER 2. To conduct regular AAA Audits annually with internal and once in 3 years with external assessors. 3. To prepare an Institutional development plan with definite short and mid-term and long-term goals.	In Process
SDUAHER Authorities 1. Prominence to be on Multi Faculty University considering Pharmacy and nursing colleges.	Completed
2. Cancer hospital with the concept of practice (radiation / Med + Surgical specialty) may be considered.	Started
13. Whether the AQAR was placed before statutory body?	Yes

Name of the statutory body	
Name	Date of meeting(s)
Board of Management	26/12/2023
14. Does the Institution have Management Information System?	Yes
If yes, give a brief description and a list of modules currently operational	
The Management Information System at SDUAHER is achieved by the effective utilization of the on-prem and web-based applications and these applications are being updated on regular basis with a relevant, precise and latest information. Added the new functionalities to the iWeb ERP Modules. Implemented the Online admission application in iWeb for the student registration process. Additional features added to the leave application module. HIMS dashboard to the management. Doctors and students are trained to use the EMR module of the HIMS. As part of digitalization the biomedical equipments are interfaced with HIMS application. Implemented the additional features in HIMS modules. Provided the complete training to the staff and nominated user champions on HIMS modules. Integration of ABHA with HIMS application POC completed for implementation of E-log book - study materials, PowerPoints, assignments, MCQs, timetables, displaying the venue of the classes, and exam practice papers – for PG students and faculties. Enhanced the Demedcon website for the UG medical conference. Additional features added to the hostel management application. Regular update of SDUAHER Social Media pages with Events, Achievements, etc. Online Purchase Request to raise the indent from store. Digitalization of Attendance, internal assessment, review of synopsis & thesis, question paper and publishing of results.	
15. Multidisciplinary / interdisciplinary	
The New Education Policy (NEP) 2020 envisions transformative changes in higher education by introducing a holistic and multidisciplinary curriculum. The policy aims to promote holistic academic growth by allowing students to choose from a diverse range of subjects and programs offered by the institution. In line with this vision, we are expanding our academic offerings beyond our existing medical college and Allied health & Basic sciences by planning to start a College of Pharmacy. The inspection has been successfully conducted, and we anticipate admitting students beginning in the academic year 2024-25. SDU College of Nursing (SDUCON) is already included within the ambit of SDUAHER. Additionally, our institution regularly organizes interdisciplinary conferences, fostering collaboration across different disciplines. These conferences provide a platform for the exchange of research ideas and knowledge on topics that intersect various fields, furthering our commitment to a multidisciplinary approach in education.	
16. Academic bank of credits (ABC):	
After receiving approvals from the Academic Council and the Board of Management, SDUAHER has successfully implemented the Academic Bank of Credits (ABC) in alignment with the guidelines proposed by the New Education Policy (NEP). SDUAHER is now fully registered under the ABC framework, enabling students to take advantage of multiple entry and exit points across various academic programs. This system also allows students to earn and accumulate credits not only from our institution but also from other registered Higher Education Institutions (HEIs), as well as through national initiatives like SWAYAM, NPTEL, and other recognized Open Online Courses. Currently, a total of 607 students have already	

enrolled in the Academic Bank of Credits, paving the way for greater flexibility and academic mobility.
17. Skill development:
The university’s skill enhancement program equips students with a well-rounded set of competencies essential for both personal and professional success. Soft skills development emphasizes interpersonal skills, teamwork, adaptability, conflict resolution, and leadership. Through workshops and group exercises, students build confidence and emotional intelligence for diverse settings. Language and Communication skills development focuses on clear, persuasive communication, enhancing students' presentation and writing skills, enabling them to convey ideas effectively in professional contexts. Yoga and wellness promotes mental and physical health, introducing students to mindfulness practices, stress management, and wellness strategies that support resilience and productivity. Human value development encourages ethical reflection, foundational and advanced skills, gaining confidence, accuracy, and proficiency in patient care before real-world application.empathy, and social responsibility. Activities foster a sense of accountability and respect, underscoring the importance of ethics in all actions. Personality and professional development supports self-awareness and growth, helping students identify strengths and areas for improvement. Training covers time management, confidence building, and professional etiquette. Employability skills development prepares students for the job market with practical training in resume writing, interview preparation, and adaptability to workplace demands. Skills lab offers a simulated clinical environment where students practice
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
The academy focuses on blending traditional Indian practices, such as Yoga, Ayurveda, and Panchakarma, into modern academic, clinical, and research frameworks. This initiative seeks to enhance educational programs, contribute to evidence-based research, and provide holistic healthcare, while also promoting cultural outreach through national and international collaborations. Academics: The Academy offers comprehensive programs in Yoga, Ayurveda, and Panchakarma within the Department of Integrative Medicine, including BSc and MSc in Yoga and a Panchakarma therapist training course. Additionally, yoga is integrated into various healthcare curricula, such as BPT, BASLP, nursing, and MBBS, as value-added or elective courses. Research: The Academy is actively involved in Yoga and Ayurveda research, with notable projects, including a CCRAS-funded study on an Ayurvedic formulation for dengue fever. Numerous research articles have been published in peer-reviewed journals. Clinical: Yoga therapy is provided at no cost to oncology and psychiatry patients at R.L. Jalappa Hospital and Research Center. Activities: The Academy regularly celebrates National Importance Days, such as the International Day of Yoga and National Ayurveda Day, along with awareness camps, workshops, and conferences collaborating with national and international institutes. The Academy also conducts cultural activities to instill the knowledge of India's rich and diverse culture in the students
19. Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
SDUAHER is dedicated to fostering excellence in healthcare education through an Outcome-Based Education (OBE) framework. In programs such as physiotherapy, clinical nutrition, and

allied health sciences, the OBE approach emphasizes measurable learning outcomes aligned with global healthcare standards. In the physiotherapy program, students develop advanced clinical reasoning, evidence-based practice skills, and patient-centered care strategies. The curriculum ensures competency in assessment, diagnosis, and therapeutic interventions, with defined outcomes tailored to diverse clinical settings. The clinical nutrition program integrates OBE to prepare students for practical applications in dietary management, therapeutic nutrition, and public health nutrition. The focus is on achieving proficiency in individualized nutrition planning and community-based interventions. For allied health sciences, OBE facilitates the acquisition of interdisciplinary skills essential for collaborative healthcare delivery. Students are assessed on their ability to perform diagnostic and therapeutic procedures with precision and ethical integrity. SDUAHER implements continuous evaluation through formative and summative assessments, ensuring alignment with program outcomes. Regular feedback from stakeholders, including faculty, students, and employers, aids in curriculum refinement. This commitment to OBE equips graduates with the skills, knowledge, and attitudes necessary to excel in healthcare professions, embodying SDUAHER's mission of transformative education.

20. Distance education/online education:	

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

EXTENDED PROFILE

1.Programme	
1.1 Number of all Programmes offered by the Institution during the year	64

File Description	Documents
Data Template	https://sduaher.ac.in/AQAR-2024-25-1-1-1-Curricula-implemented.html

2.Student	
2.1 Number of students during the year	2430

File Description	Documents
Data Template	https://sduaher.ac.in/storage/1787113376.0981AListofstudentsenroled.qunY.pdf

2.2 Number of graduated students during the year	455

File Description	Documents
Data Template	https://sduaher.ac.in//storage/2_6_2_C Data_Template_2024_25.xlsx

3.Academic	
3.1 Number of full-time teachers during the year	301

File Description	Documents
Data Template	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_4_A_Details_of_fulltime_teachers.xlsx

3.2 Number of sanctioned posts during the year	301

File Description	Documents
Data Template	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_4_A_Details_of_fulltime_teachers.xlsx

4.Institution	
4.1 Total expenditure excluding salary during the year (INR in lakhs)	22689.32

File Description	Documents
Data Template	https://sduaher.ac.in//storage/4_1_4_B_Details_of_budget_allocation_2024_25.xlsx

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.	
The Academy offers a diverse range of academic programmes designed to address the evolving healthcare needs across the Faculties of Medicine, Allied and Healthcare professions. The curriculum development approach of Sri Devaraj Urs Academy of Higher Education and Research reflects a strong commitment to academic excellence, relevance, and responsiveness to emerging healthcare requirements. Systematic curriculum development and periodic revision ensure that programmes remain contemporary, dynamic, and aligned with advancements in healthcare, evolving sectoral needs, and societal expectations. This approach fosters continuous quality improvement, innovation, and adaptability, enabling graduates to acquire the knowledge, skills, competencies, and values required to contribute effectively to healthcare and society. Recognising the growing demand for skilled healthcare professionals, the University has launched academic programmes in Nursing and Pharmacy to meet emerging workforce needs and strengthen the healthcare ecosystem. These programmes provide students with contemporary knowledge, practical and clinical competencies, professional exposure, and a strong foundation in ethical, patient-centred practice. Through these programmes, the University aims to develop competent, compassionate, innovative, research-oriented, and lifelong-learning healthcare professionals. By integrating academic excellence with practical training and professional values, the University seeks to strengthen the healthcare workforce and contribute meaningfully to improving the health and well-being of individuals and communities.	
File Description	**Documents**
Curricula implemented by the University	https://sduaher.ac.in/AQAR-2024-25-1-1-1-Curricula-implemented.html
Outcome analysis of POs, COs	https://sduaher.ac.in/AQAR-2024-25-1-1-1.html
Any other relevant information	
1.1.2 - Number of Programmes where syllabus revision was carried out during the year	
Minutes of relevant Academic Council/BoS meetings	https://sduaher.ac.in/storage/1782286376.99351.1.2MinutesofrelevantAcademiccouncil.tRz0.pdf
Details of the revised Curricula/Syllabi of the programmes during the year	https://sduaher.ac.in//storage/1_1_2_Data_template_Template_2024_25.xlsx
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in/AQAR-2024-25-1-1-2.html
Syllabus prior and post revision of the courses	Prior Revision: https://sduaher.ac.in/storage/1782286349.2858BASLPCurriculum.540Q.pdf

	Post Revision: https://sduaher.ac.in/storage/1782286274.343B.ASLPnewCurriculum.TIlQ.pdf
Any other relevant information	

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

The Faculty of Medicine (FOM), Faculty of Allied and Healthcare Professions (FA&HP), Nursing, and Pharmacy programmes adopt complementary approaches to enhance students' professional competence, employability, entrepreneurship, and workplace readiness. The CBME curriculum in FOM, aligned with NMC guidelines, develops competencies in clinical practice, communication, leadership, professionalism, lifelong learning, and research, supported by AETCOM, simulation, and skill-based training.

FA&HP programmes emphasise experiential and vocational learning through practical training, field exposure, internships, research, and collaborations with healthcare organisations. Programmes in Physiotherapy, Nutrition and Dietetics further strengthen clinical competency, professional skills, and evidence-based practice.

The Nursing programme focuses on competency-based education, clinical skills, simulation-based learning, community health, communication, leadership, teamwork, emergency care, research methodology, and ethical and patient-centred practice. Clinical postings and experiential learning prepare students to provide safe, holistic, and evidence-based nursing care across diverse healthcare settings.

Pharmacy programmes develop competencies in pharmaceutical sciences, clinical pharmacy, medication safety, drug information, pharmacovigilance, industrial exposure, regulatory practices, research, and entrepreneurship.

Across all programmes, value-added and skill-oriented courses, digital and AI competencies, experiential learning, and professional development prepare graduates for diverse careers in healthcare, research, entrepreneurship, and lifelong professional growth.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	https://sduaher.ac.in//storage/1_1_3_List_of_Courses_focus_on_competency_employability_2024_25.xlsx
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	https://sduaher.ac.in/AQAR-2024-25-1-1-3-1.html
Any other relevant documents	

1.2 - Academic Flexibility

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

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

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	https://sduaher.ac.in/storage/1782296756.1333a.MinutesofrelevantAcademicCouncil.WWcr.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/1_2_1_b_Institutional_data_in_prescribed_format_2024_25.xlsx
University letter stating implementation of CBCS by the Institution	https://sduaher.ac.in/storage/1782296756.1358c.UniversitylettermandatingimplementationofCBCS.bF2q.pdf
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	https://sduaher.ac.in/AQAR-2024-25-1-2-1-D.html
Any other relevant information	

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)	
1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year	12
File Description	**Documents**
List of the new Programmes introduced during the year	https://sduaher.ac.in/storage/1788168413.8354AListofthenewProgrammes.WZzW.pdf
Minutes of relevant Academic Council/BoS meetings for the year	https://sduaher.ac.in/storage/1788168413.8382BMinutesofrelevantAcademicCouncil_BoS.3Ds6.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/1_2_2_C_Data_Template_2024_25.xlsx
Any other relevant information	

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year	
1.2.3.1 - Number of courses offered across all programmes during the year	546
File Description	**Documents**
List of Interdisciplinary courses under the programmes offered by the University during the year	https://sduaher.ac.in/storage/1787034682.8637AListofInterdisciplinarycoursesfinal.I27l.pdf
Minutes of relevant Academic Council/BoS meetings	https://sduaher.ac.in/storage/1787034682.8704BMinutesofrelevantAcademicCouncilBoSmeetingsfinal.NVsR.pdf

Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/1_2_3_C_Data_Template_2024_25.xlsx
Any other relevant information	

1.3 - Curriculum Enrichment

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) integrates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health, Emerging Demographic Changes, and Professional Ethics across its undergraduate, postgraduate, and doctoral curricula. These themes are embedded through curricular courses, competency-based education, value-added courses, electives, community-based learning, clinical training, internships, field visits, seminars, workshops, and co-curricular activities.

Gender sensitivity and equity are addressed through teaching on gender-based health issues, equality, dignity, non-discrimination, and respectful patient care. Environment and sustainability are incorporated through environmental health, climate change, pollution control, waste management, occupational health, and sustainable healthcare practices.

Human values, professional ethics, and communication are strengthened through AETCOM, ethics education, mentorship, professionalism, patient-centred care, informed consent, confidentiality, and respect for patient autonomy. Health determinants and the Right to Health are addressed through public health education, social determinants of health, health inequities, healthcare accessibility, and universal health coverage.

The curricula also respond to emerging demographic changes, including population ageing, changing disease patterns, urbanisation, migration, and evolving healthcare needs. Through integrated curricular and experiential learning, SDUAHER prepares ethical, competent, socially responsible, and community-oriented healthcare professionals committed to equity, sustainability, and quality healthcare.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://sduaher.ac.in/storage/1782368175.3526a.ListofcoursesthatintegratecrosscuttingRH2U.pdf
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://sduaher.ac.in/storage/1782368175.3708b.DescriptionofthecoursesGenderissues.KRdT.pdf
Any other relevant information	https://sduaher.ac.in/storage/1782368175.3351c.AnyOther.B4q2.pdf

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

File Description	Documents
Brochure or any other document related to the value-added course/s	https://sduaher.ac.in/AQAR-2024-25-1-3-2.A.html
List of value-added courses (Data Template -5)	https://sduaher.ac.in//storage/b_1_3_2_List_of_value_added_courses_2024_25.xlsx
Any other relevant information	

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year	811

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	https://sduaher.ac.in//storage/1_3_3_List_of_students_enrolled_in_value_added_courses_2024_25.xlsx
Any other relevant information	

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) provides students with diverse opportunities for experiential and field-based learning through field visits, community postings, research projects, clinical training, internships, industry visits, and institutional engagements. These activities are integrated into the curriculum to enable students to apply theoretical knowledge in real-world settings and develop professional, technical, communication, leadership, teamwork, and problem-solving skills.

Undergraduate and postgraduate students participate in community postings and field visits that provide exposure to health determinants, community health needs, preventive and promotive healthcare, and the functioning of primary and secondary healthcare systems. Students are encouraged to undertake research projects and student research programmes, gaining practical experience in research methodology, data collection, analysis, scientific writing, and presentation.
Students across relevant programmes undertake clinical training, internships, and industry or institutional visits to gain practical exposure to healthcare delivery, pharmaceutical services, allied health practices, and discipline-specific professional environments. These experiences facilitate interaction with practitioners and provide insights into emerging technologies, workplace practices, quality standards, regulatory requirements, and professional ethics.

Through structured experiential learning, SDUAHER strengthens competency development, employability, research orientation, professional skills, and community engagement, effectively complementing classroom, laboratory, and simulation-based learning.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://sduaher.ac.in/storage/1782369423.98471.3.4ListofProgrammesandnumberofstudentsundertakingfieldvisits.WV3J.pdf
Any other relevant information	
1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
File Description	**Documents**
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	https://sduaher.ac.in/AQAR-2024-25-1-4-1.html
URL for feedback report	https://sduaher.ac.in/AQAR-2024-25-1-4-1.html
Sample filled-in Structured Feedback forms by the institution for each category	https://sduaher.ac.in/AQAR-2024-25-1-4-1.html
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/1_4_1_Data_Template_2024_25.xlsx
Any other relevant information	
1.4.2 - Feedback process of the Institution may be classified as:	A. Feedback collected, analysed and action taken on feedback and such documents are made available on the institutional
File Description	**Documents**
URL for stakeholder feedback report	https://sduaher.ac.in/storage/1782369535.20551.4.2ActionTakenReportofallStakeholdersforAQAR2024-25.qd5i.pdf
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	https://sduaher.ac.in/storage/1782369535.20551.4.2ActionTakenReportofallStakeholdersforAQAR2024-25.qd5i.pdf
Any other relevant information	

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrolment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process	
File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	https://sduaher.ac.in//storage/2_1_1_A_Number_of_seats_filled_against_seats_reserved_2024_25.xlsx
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	Nil
Final admission list published by the HEI	https://sduaher.ac.in/storage/1786601677.016BFinalListofStudentsadmittedtoHEI.ODzu.pdf
Admission extract submitted to the state OBC, SC and ST cell for the year	Nil
Initial reservation of seats for admission	https://sduaher.ac.in/storage/1786601677.0693CInitialreservationofseatsforadmission.GkND.pdf
Any other relevant information	Nil
2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted	
File Description	Documents
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_1_2_A_Data_Template_2024_25.xlsx
Document relating to Sanction of intake	https://sduaher.ac.in/AQAR-2024-25-2-1-2-C-Document-relating-to-Sanction-of-intake.html
Extract of No. of application received in each program	https://sduaher.ac.in//storage/2_1_2_B_Extract_of_No_of_application_2024_25.xlsx
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	https://sduaher.ac.in/storage/1786601215.0263DThedetailscertifiedbytheCOE.B9K3.pdf
Any other relevant information	
2.1.3 - Student enrolment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries	
2.1.3.1 - Number of students from other states and countries during the year	522
File Description	Documents

List of students enrolled from other states and countries during the year	https://sduaher.ac.in/storage/1788762642.8903AListofstudentsenrolledfromotherstatesandcountries.vpWQ.pdf
E-copies of admission letters to the students enrolled from other States / Countries	https://sduaher.ac.in/storage/1788762642.7577BE-copiesofadmissionletterstothestudents.7QEF.pdf
Copy of the domicile certificate/passport from respective states / countries	https://sduaher.ac.in/storage/1788762642.4887CCopyofthedomicilecertificate.CPNN.pdf
Previous degree/ Matriculation / HSC certificate from other state or country	https://sduaher.ac.in/storage/1788762642.247DPreviousdegreeMatriculationHSCcertificate.XXjD.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_1_3_Data_Template_2024_25.xlsx
Any other relevant information	
2.2 - Catering to Student Diversity	
2.2.1 - The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement	A. All of the Above
File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	https://sduaher.ac.in/storage/1785125474.3694AMethodologyforslowadvancelearners.MSwR.pdf
Details of outcome measures	https://sduaher.ac.in/storage/1785125474.1266BDetailsofoutcomemeasures.GQkC.pdf
Proforma created to identify slow performers/advanced learners	https://sduaher.ac.in/storage/1785125474.1206CProformaforSlowAdvlearners.uWVm.pdf
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	https://sduaher.ac.in/storage/1785125474.1136DConsolidatedReport.Pl67.pdf
Any other relevant information	
2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)	
2.2.2.1 - Total number of students enrolled in the specified year	2430

File Description	Documents
List of students enrolled in the preceding academic year	https://sduaher.ac.in/storage/1787113376.0981AListofstudentsenroled.qunY.pdf
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	https://sduaher.ac.in/storage/1787113376.1538BListoffulltimeteachers.5HS5.pdf
Any other relevant information	

2.3 - Teaching- Learning Process

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

Contemporary educational methodologies emphasize active students-centered education that engages the cognitive, psychomotor, and affective domains. Educational strategies such as case-based learning, problem-solving approaches, and interdisciplinary collaborations foster critical thinking and comprehensive understanding. Self-directed learning facilitated through continuing medical education (CMEs), academic conferences, and workshops promotes learner autonomy and lifelong educational engagement. Digital innovations—including flipped classrooms, Google Classroom, WhatsApp discussions, learning management system (LMS) platforms, and smart boards—serve to augment interactivity and student engagement.

Seminars, journal clubs, and symposia develop analytical, communication, and leadership skills. The encouragement of problem-solving abilities is achieved through small group formats such as Modified Team-Based Learning (MTBL) and Objective Triggered Learning (OTL). Clinical competence is cultivated through a variety of modalities including cadaveric sessions, bedside instruction, laboratory work, and research initiatives, thereby reinforcing the principles of evidence-based practice.

The incorporation of medical humanities, ethical considerations, and reflective practices serves to foster empathy and professionalism. Project-based learning and community engagement activities contribute to the development of teamwork, problem-solving capabilities, and a sense of social responsibility. Role-playing and simulation-based exercises are utilized to enhance communicative and affective competencies. Inter-professional education facilitates collaboration across diverse healthcare disciplines, effectively preparing students for collaborative care environments.

These innovative pedagogical approaches ensure holistic development, equipping students with the knowledge, skills, and attitudes essential for delivering high-quality, compassionate healthcare.

File Description	**Documents**
List of student-centric methods used for enhancing learning experiences during the year	https://sduaher.ac.in/storage/1785125667.2246AListofstudent-centricmethodsusedforenhancinglearning.lQPR.pdf
Any other relevant information	https://sduaher.ac.in/storage/1785125667.1791BAnyotherinformation1.WOGN.pdf
2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and	A. All of the Above

Simulation-Based Learning The Institution: 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning	
File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	https://sduaher.ac.in/AQAR-2024-25-2-3-Geotagged.html
List of training programmes conducted in the facilities during the year	https://sduaher.ac.in/storage/1785126332.0639BListoftrainingprogrammesconductedbyFaculty.ES5m.pdf
List of clinical skills training models	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_2_G_Data_template.xlsx
Proof of Establishment of Clinical Skill Laboratories	https://sduaher.ac.in/storage/1785126332.0624DProofofEstablishmentofClinicalSkillLaboratories.qR8t.pdf
Proof of patient simulators for simulation-based training	https://sduaher.ac.in/storage/1785126332.0334EProofofpatientsimulator-Purchaseorderandinvoice.XFkB.pdf
Report on training programmes in Clinical skill lab/simulator Centre	https://sduaher.ac.in/storage/1785126753.1562FReportontrainingprogrammes_compressed1.0mQ1.pdf
Any other relevant information	
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_2_G_Data_template.xlsx
2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources	
Information and Communications Technology (ICT) enabled teaching - learning methodologies are utilized across all courses under the faculties of medicine and allied health sciences. Lecture classes and seminar halls are ICT-enabled with projectors and laptop/desktop computers, e-podiums and internet connectivity for effective teaching learning process. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the e-resources to enhance the learning experience. Institutional LMS is well utilized by the students for learning purposes by revisiting the	

lecture classes, as the learning materials are uploaded and retrievable in the LMS window of the Academy website.
University Library has 50 computers, LAN connectivity and 2Gbps Internet bandwidth. It is digitalized with Ebooks, E-Journals, E-newsletter, faculty publications and question banks preserved in DSpace server. Library provides remote access facility to e-resources subscribed by the SDUAHER, like ClinicalKey by Elsevier Science, UpToDate: Evidence-based Clinical Decision Support, PubMed, Directory of Open Access Journals and National Digital Library, J-Gate Plus (ShodhSindhu) & MedOne Communication Science covers the major clinical and healthcare disciplines, which can be accessedthroughsduaherlibrary.knimbus.com. The Library provides research service support tools i.e. Grammarly and Turnitin (Plagiarism) software and SPSS to enhance research work.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://sduaher.ac.in/storage/1785127023.677ADetailsofICT-enabledtools.PBdU.pdf
List of teachers using ICT-tools	https://sduaher.ac.in/storage/1787113112.0221BListofteachersusingICT-toolsused.RInt.pdf
Any other relevant information	

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
301	2430

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_4_A_Details_of_fulltime_teachers.xlsx
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	https://sduaher.ac.in/storage/1785127386.5304BAllotmentorderofmentortomentee.QZa9.pdf
Copy of circular pertaining to the details of mentor and their allotted mentees	https://sduaher.ac.in/storage/1785127386.4985CCopyofcircularpertaining.qX9L.pdf
Approved Mentor list as announced by the HEI	https://sduaher.ac.in/storage/1785127386.4676DApprovedMentorlist.hJft.pdf
Log Book of mentors	https://sduaher.ac.in/storage/1785127386.3759ELogBookofmentors.2azf.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_3_4_F_Data_Template.xlsx
Any other relevant information	

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year	301
File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	https://sduaher.ac.in/storage/1786597441.3094AListoffulltimeteachers.JXGU.pdf
Position sanction letters by competent authority	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_4_1B_Position_sanction_letters.xlsx
Appointment letters of faculty during the year	https://sduaher.ac.in/storage/1785144382.2072CAppointmentlettersoffaculty1.Bwgz.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_4_1D_Data_Template_2024_25.xlsx
Any other relevant information	
2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year	
2.4.2.1 - Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered	39
File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for the year	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_4_2_A_List_of_fulltime_teachers.xlsx
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	https://sduaher.ac.in/storage/1785127699.8746BCopiesofGuide-shipletters.nCOP.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/AQAR_Criteria_2_2024_25_2_4_2_C_Data_Template.xlsx
Any other relevant information	

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)	
File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	https://sduaher.ac.in/storage/1788166526.5812AListoffulltimeteachersincludingdetails.JFK1.pdf
Experience certificate of fulltime teacher	https://sduaher.ac.in/storage/1788166526.487BExperiencecertificateoffulltimeteacher.mlRb.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_4_3_C_Data_Template_2024_25.xlsx
Any other relevant information	
2.4.4 - Number of teachers trained for development a nd delivery of e-contents / e-courses / video lectures / demonstrations during the year	134
File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	https://sduaher.ac.in/storage/1786597851.8142AListofteacherstrainedfordevelopmentanddelivery.4wPT.pdf
Reports of the e-training programmes	https://sduaher.ac.in/storage/1786597851.7871BReportsoftheetrainingprograms.F1HB.pdf
Certificate of completion of training for development of and delivery of e-contents / e-courses/ video lectures / demonstrations	https://sduaher.ac.in/storage/1786597851.6894CCertificatesofcompletionoftrainigfordevelopment.3FSg.pdf
Web-link to the contents delivered by the faculty hosted in the HEI's website	
List of e-contents / e courses / video lectures / demonstrations developed	https://sduaher.ac.in/storage/1786597851.7851DListofe-contentsecoursesvideolectures.i14q.pdf
Any other relevant information	Nil
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_4_4_Data_Template_2024_25.xlsx
2.4.5 - Number of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies /	13

registered professional associations / academies during the year	
File Description	Documents
Institutional data in the prescribed format/ Data Template	https://sduaher.ac.in//storage/2_4_5_A_Institutional_data_template_2024_25.xlsx
Certified e-copies of award letters (scanned or soft copy)	https://sduaher.ac.in/storage/1788162237.4605BCertifiede-copies.fDb8.pdf
Any other relevant information	
2.5 - Evaluation Process and Reforms	
2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year	
2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year	717
File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	https://sduaher.ac.in/storage/1787036143.1604Alistofprogramswithdateofresultdeclaration.w31i.pdf
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	https://sduaher.ac.in/storage/1787036143.1692BReportsfromCOE.7fUp.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_5_1_C_Data_Template_2024_25.xlsx
Any other relevant information	
2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year	3031
File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	https://sduaher.ac.in/storage/1787036888.5104ACertificatefromRegistrar.Jcek.pdf
Minutes of the grievance cell / relevant body	https://sduaher.ac.in/storage/1787036888.4956BMinutesofthegrievancecell.5L2y.pdf
List of complaints / grievances during the year	https://sduaher.ac.in/storage/1787036888.4918CListofcomplaints.VOLS.pdf
List of students who appeared in the exams during the year (Data template)	https://sduaher.ac.in//storage/2_5_2_D_Data_Template_2024_25.xlsx
Any other relevant information	

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.	Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script
File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://sduaher.ac.in/storage/1787037566.481AExaminationprocedureandre-evaluationprocedure.kSrJ.pdf
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	https://sduaher.ac.in/storage/1787037566.4658BReportoftheControllerofExamination.mPRs.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_5_3_C_Data_Template_2024_25.xlsx
Any other relevant information	
2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words	
The Academy has implemented the following reforms in the current year • Online processing of Examination Application - Payment of examination fee online. - Confirmation of hall ticket generation following successful processing of online application.	
File Description	Documents
Details of examination reforms implemented during the year	https://sduaher.ac.in/storage/1787037875.1838ADetailsofexaminationreformsimplemented.IbcV.pdf
Any other relevant information	
2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):	A. Complete automation of entire division & implementation of Examination Management System (EMS)
File Description	Documents
Snapshot of EMS used by the Institution	https://sduaher.ac.in/storage/1787038251.6071ASnapshotofEMSusedbytheInstitution.83vK.pdf
Copies of the purchase order of the software/AMC of the software	https://sduaher.ac.in/storage/1787038251.6025BCopiesofthepurchaseorder.q5bK.pdf

The present status of automation., Invoice of the software, & screenshots of software	https://sduaher.ac.in/storage/1787038251.5983CThepresentstatusofautomation.oPnL.pdf
Annual report of examination including present status of automation as approved by BOM/ Syndicate / Governing Council	https://sduaher.ac.in/storage/1787038251.5436DAnnualreportofexamination.4g3N.pdf
Institutional data in prescribed format (Data Template)	
Any other relevant information	

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

The programmes offered by the Institute have clearly defined programme outcomes, learning outcomes, and specific learning objectives designed to achieve the requisite graduate attributes. These enable graduates to acquire the required knowledge and skills while demonstrating professionalism, ethical values, and entrepreneurial competencies. The learning objectives are documented in the respective curriculum and are periodically revised in accordance with the directives of the regulatory bodies and feedback received from relevant stakeholders.

The assessment system is aligned with the stated course outcomes and programme outcomes. Continuous assessment includes assignments, projects, periodic assessment tests, logbook entries, record books, seminars, and other course-specific activities. Postgraduate programmes have adopted workplace-based assessment methods such as Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedural Skills (DOPS), and multisource feedback as part of formative assessment. Objective Structured Practical Examinations (OSPE) and Objective Structured Clinical Examinations (OSCE) have been implemented to assess psychomotor and clinical competencies, supported by a dedicated facility established for conducting these assessments.

Skill laboratories and clinical simulation facilities are being strengthened to serve the dual purpose of competency-based training and objective assessment. The Choice-Based Credit System (CBCS) has been implemented for all undergraduate programmes under the Faculty of Allied Health Sciences and Basic Sciences, in accordance with applicable regulations.

Evaluation reforms have been introduced through the use of standardised subjects, simulation-based assessment, and skill laboratories for clinical examinations. Case presentations and case-based discussions are conducted as part of both formative and summative assessments to evaluate communication skills, clinical reasoning, analytical ability, and decision-making competencies. Automated question paper generation based on blueprinting is also implemented to ensure alignment of assessments with course outcomes and to enhance the validity, reliability, and transparency of the evaluation process.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://sduaher.ac.in/storage/1787556835.8029ARelevantdocumentspertainingtoLearningoutcomes.dXW3.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://sduaher.ac.in/storage/1787556835.7989BMethodsoftheassessment.Sjni.pdf
Any other relevant information	
2.6.2 - Pass percentage of final year students in the year	
2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year	455
File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	https://sduaher.ac.in/storage/1788162513.0806AListofProgrammesandthenumberofstudentsappearedandthenumberofstudentspassed.2Mh7.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/2_6_2_C Data_Template_2024_25.xlsx
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://sduaher.ac.in/storage/1788162513.0822BLinkfortheannualreportofexamination.Cldr.pdf
Any other relevant information	
2.7 - Student Satisfaction Survey	
2.7.1 - Online student satisfaction survey regarding teaching learning process	
File Description	Documents
Any other relevant information	https://sduaher.ac.in/storage/1785393161.9656BOnlinestudentsatisfactionsurvey.G2mR.pdf
Database of all currently enrolled students (Data Template)	https://sduaher.ac.in//storage/2_7_1_A_Online_student_satisfaction_survey_2024_25.xlsx

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities	
3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website	

SDUAHER has a well-defined Research Promotion Policy to promote and support research, innovation, collaborations and consultancy. The Research and Development (R&D) Cell, headed by the Director, is constituted to augment research activities in the Academy. The policy supports research by faculty, postgraduate and undergraduate students of Medical, Nursing, Allied Health and Basic Sciences, Physiotherapy and Pharmacy.

Research activities are monitored by the R&D Core Committee, while the University Research Advisory Board (URAB) serves as the advisory body. Various committees and cells, including the Central Ethics Committee (CEC) and Publication Board, facilitate the initiation, conduct, ethical review and dissemination of research. The R&D Cell functions through various wings such as the Clinical Trials Centre, Institution's Innovation Council, Vand Intellectual Property Rights (IPR) Cell, Jalappa Foundation for Innovation and Incubation, and Industry–Academia Cell.

An annual budget of ₹497 lakhs is earmarked for research and innovation activities, including seed grants, publications, incentives and research training programmes.

The policy is implemented through the following measures:

- Active collaborations with research institutions through MoUs.
- Provision of seed money for intramural research projects.
- Financial support of ₹3 lakhs for approved Ph.D. projects.
- Incentives for indexed publications, textbook chapters and patents.
- Financial assistance to faculty for attending conferences in India and abroad.
- Conduct of an annual National Conference.
- Regular workshops on Research Methodology, GCP, GLP, IPR, research grant writing and scientific writing.
- The Research Promotion Policy is uploaded on the Institutional website for accessibility to all stakeholders.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	https://sduaher.ac.in/storage/1782371083.9916Minutesofthemeetings.hOD2.pdf
Document on Research promotion policy	https://sduaher.ac.in/storage/1782371083.9707DocumentonResearchpromotionpolicy.treb.pdf
Any other relevant information	
3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)	2731157

File Description	Documents
Sanction letter of seed money to the faculty	https://sduaher.ac.in/storage/1782371275.8854A.SanctionletterofseedmoneytothefacultyG01U.pdf
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	https://sduaher.ac.in/storage/1782371275.8966B.BudgetandexpenditurestatementsDFDv.pdf
List of teachers receiving seed money and details of seed money received (Data Template)	https://sduaher.ac.in//storage/3_1_2_C_List_of_teachers_receiving_seed_money_2024_25.xlsx
Any other relevant information	
3.1.3 - Number of teachers awarded national/international fellowship/Financial support for advanced studies/collaborative research/conference participation in Indian and Overseas Institutions during the year	**12**
File Description	**Documents**
Certified e-copies of the award / recognition letters of the teachers	https://sduaher.ac.in/storage/1782821204.6558A.Certifiede-copiesoftheaward.skEA.pdf
List of teachers and their national/international fellowship details (Data Templates)	https://sduaher.ac.in//storage/3_1_3_B_Data_Template_2024_25.xlsx
Any other relevant information	
3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year	**05**
File Description	**Documents**
List of research fellows and their fellowship details	https://sduaher.ac.in//storage/3_1_4_A_List_of_research_fellows_2024_25.xlsx
E copies of fellowship award letters	Nil
Registration and guide / mentor allocation by the Institution	https://sduaher.ac.in/storage/1782371766.9937B.Registrationandguide.3F9N.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_1_4_A_List_of_research_fellows_2024_25.xlsx
Any other relevant information	
3.1.5 - University has the following facilities Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios	**B. Any 4 of the Above**

Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research	
File Description	Documents
Videos and geo-tagged photographs	https://sduaher.ac.in/storage/1782372967.7714A.Videosandgeo-taggedphotos.7aTv.pdf
List of facilities provided by the University and their year of establishment (Data Template)	https://sduaher.ac.in//storage/3_1_5_B_List_of_facilities_provided_by_the_university_2024_25.xlsx
List of the facilities added in the current academic year	https://sduaher.ac.in/storage/1782372967.7759C.Listofthefacilitiesaddedinthecurrentyear.5I2E.pdf
Any other relevant information	Nil
3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)	
3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies	08
File Description	Documents
E-copies of departmental recognition award letters	https://sduaher.ac.in/storage/1782373198.0074A.E-copiesofdepartmental.xNeD.pdf
List of departments and award details (Data Template)	https://sduaher.ac.in//storage/3_1_6_B_List_of_departments_and_award_details_2024_25.xlsx
Any other relevant information	Nil
3.2 - Resource Mobilization for Research	
3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year	04
File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	https://sduaher.ac.in/storage/1782377957.6706A.E-copiesofthegrantaward.Juko.pdf

List of project and grant details (Data Template)	https://sduaher.ac.in//storage/3_2_1_A_List_of_project_and_grant_details_2024_25.xlsx
Any other relevant information	https://sduaher.ac.in/storage/1782377957.8206C.Anyotherrelevantinformation.XQhB.pdf
3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year	101.56
File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	https://sduaher.ac.in/storage/1782378284.9484A.E-copiesofthegrantaward.lTXg.pdf
List of projects and grant details (Data Template)	https://sduaher.ac.in//storage/3_2_2_B_List_of_projects_and_grant_details_2024_25.xlsx
Any other relevant information	https://sduaher.ac.in/storage/1782378284.9909C.Anyotherrelevantinformation.28aH.pdf
3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year	
3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year	111
File Description	Documents
List of research projects and funding details (Data Template)	https://sduaher.ac.in//storage/3_2_3_A_List_of_research_projects_2024_25.xlsx
Supporting document/s from Funding Agencies	https://sduaher.ac.in/storage/1782378579.4554B.SupportingdocumentsfromFundingAgencies.BLk7.pdf
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	https://sduaher.ac.in/storage/1782378579.6366C.Copyoftheletterindicatingsanctionofresearchproject.18ck.pdf
Any other relevant information	https://sduaher.ac.in/storage/1782378579.7942D.Anyotherrelevantinformation.DRmF.pdf
3.3 - Innovation Ecosystem	
3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell	

With a vision to create employment opportunities for students, faculty and the wider community, and to promote skill development, Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has established an ecosystem for innovation and entrepreneurship. The Institution's Innovation Council (IIC) was established on campus and initially notified under No. SDUAHER/KLR/ADMN/469/2020-21 dated 18th June 2020. The policy was re-notified in March 2025, reaffirming the Academy's commitment to promoting innovation and entrepreneurship.

The ecosystem aims to address national challenges in quality education, healthcare, research and community service by providing infrastructure, resources and necessary support to innovators and entrepreneurs.

The key objectives are:

- To support the Make in India initiative.
- To create an ecosystem conducive to establishing Government of India-recognized start-ups.
- To motivate students, faculty and other stakeholders towards entrepreneurship.
- To extend the Academy's resources and facilities to support entrepreneurs.
- To mentor innovators and entrepreneurs in transforming innovative ideas into viable businesses.

The Jalappa Foundation for Innovation and Incubation (JFII) serves as the Institution's incubation facility and provides support to start-ups and incubatees. It offers dedicated office space and access to available institutional infrastructure, either on a payment basis or as a charitable provision, based on the requirements of individual cases. The Centre provides mentoring and consultancy support through faculty members of the Academy and external experts, wherever required, thereby facilitating the development of innovative ideas into sustainable entrepreneurial ventures.

File Description	Documents
Geotagged photographs of the facilities and innovations made	https://sduaher.ac.in/storage/1782379122.6126A.Geotaggedphotographs.1M2p.webp
Any other relevant information	https://sduaher.ac.in/storage/1782379123.0719B.Anyotherrelevantinformation.M78K.pdf

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

Sri Devaraj Urs Academy of Higher Education and Research strengthened its research and innovation ecosystem during the academic year June 2024 to May 2025 by conducting structured workshops, seminars and academic programmes for faculty, students and other stakeholders. These programmes focused on capacity building in Intellectual Property Rights (IPR), research methodology, Good Clinical Practice (GCP), research grant writing and healthcare innovation.

The Academy conducted eight major academic events, including:

- National Scientific Conclave on Interdisciplinary Research.
- Patents and Copyrights: The Process and Outcome.
- Good Clinical Practice (GCP).
- Research Methodology.
- Research Grant Writing.
- Guest Lecture on Biobanking.
- IDEATHON'24, an innovation challenge to promote creative problem-solving and entrepreneurship.
- Innovation and incubation orientation programmes for undergraduate students, including “Be an Innovator: Join the Movement” and “From Idea to Impact.”

A Continuing Medical Education (CME) programme was also conducted in observance of World Intellectual Property Rights Day.

In addition, the Institution promoted research collaborations, introduced value-added courses and supported extramural research projects involving students. These initiatives reflect the Institution's sustained commitment to strengthening research capacity, promoting innovation and fostering a research-oriented culture across all academic levels.

File Description	Documents
Reports of the events	https://sduaher.ac.in/storage/1782379413.102A.Reportsoftheevents.m3gP.pdf
List of workshops/seminars on the above conducted during the year	https://sduaher.ac.in/storage/1782379413.1442B.Listofworkshopsseminars.h8NY.pdf
Any other relevant information	Nil

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

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year	10

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	https://sduaher.ac.in/storage/1782379920.447A.E-Copiesofawardletters.7LAw.pdf
Link to appropriate details on the Institutional website	https://sduaher.ac.in/storage/1782379920.447A.E-Copiesofawardletters.7LAw.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_3_3_B_Institutional_data_in_prescribed_2024_25.xlsx

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

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)	00
File Description	Documents
Registration letter	Nil
E- sanction order of the University for the start-ups on the campus	Nil
Contact details of the promoters	Nil
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	Nil
Any other relevant information	Nil
3.4 - Research Publications and Awards	
3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines	A. All of the Above
File Description	Documents
Institutional code of Ethics document	https://sduaher.ac.in/storage/1782819748.4169A.InstitutionalcodeofEthicsdocument.9xV6.pdf
Course content of research ethics and details of members of Ethics Committee	https://sduaher.ac.in/storage/1782819748.4009B.Coursecontentofresearchethics.Pa4Q.pdf
Copy of software procurement for plagiarism check	https://sduaher.ac.in/storage/1782819748.3941C.CopyofSoftware.5DJG.pdf
Minutes of the relevant committee meetings for the year with reference to the code of ethics	https://sduaher.ac.in/storage/1782819748.3812D.MinutesoftheCEC.Imfz.pdf
Details of committee on publication guidelines	https://sduaher.ac.in/storage/1782819748.3778E.PublicationGrievanceBoardsigned.ZsGz.pdf
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_4_1_Data_Template_2024_25.xlsx
Any other relevant information	
3.4.2 - The Institution provides incentives for teachers who receive state, national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award	A. All of the Above
File Description	Documents

Policy on Career advancement for the awardees	https://sduaher.ac.in/storage/1782803785.03131.PolicyonCareeradvancementfortheawardees.Brx5.pdf
Policy on salary increment for the awardees	https://sduaher.ac.in/storage/1782803785.0472.Increnmentpolicy.RzMP.pdf
Snapshots of recognition of notification in the HEI's website	
Copy of commendation certificate and receipt of cash award	https://sduaher.ac.in/storage/1782803785.05334.Indexpagewithcertificates.o9Pm.pdf
List of the awardees and list of awarding agencies and year with contact details for the year	
Incentive details (link to the appropriate details on the Institutional website)	https://sduaher.ac.in/awards-and-recognitions.html
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_4_2_5_Data_Template_2024_25.xlsx
3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year	
3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year	10
File Description	**Documents**
List of patents/Copyrights and the year they were published/awarded	https://sduaher.ac.in/storage/1782804253.9917A.ListofpatentsCopyrights.9Z80.pdf
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	
Technology transfer document	
Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_4_3_B_Date_Template_2024_25.xlsx
Any other relevant information	
3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year	
3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year	92
File Description	**Documents**
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc.	https://sduaher.ac.in/storage/1782820231.3888AListofPhDDMMCh.NHto.pdf
Web page for research in the Institutional website.	

Institutional data in prescribed format (Data Template)	https://sduaher.ac.in//storage/3_4_4_C_Data_Template_2024_25.xlsx
Any other relevant information	https://sduaher.ac.in/storage/1782820231.2529BPhD_PGcertificates.U9Iz.pdf
3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year	
File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	https://sduaher.ac.in//storage/3_4_5_A_List_of_research_papers_2024_25.xlsx
Names of the indexing databases	https://sduaher.ac.in//storage/3_4_5_A_List_of_research_papers_2024_25.xlsx
Any other relevant information	
3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year	
3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year	197
File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://sduaher.ac.in//storage/3_4_6_A_UGC_CARE_list_Research_paper_per_teacher_2024_25.xlsx
Names of the indexing databases	
Any other relevant information	
3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year	
3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year	19
File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	https://sduaher.ac.in//storage/3_4_7_A_List_of_books_and_chapters_2024_25.xlsx
List of names of publishers: National/ International	https://sduaher.ac.in/storage/1782804765.2042B.Listofnamesofpublisher.c1Nz.pdf
Any other relevant information	
3.4.8 - Bibliometric of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science	113
File Description	Documents

List of the publications during the year	https://sduaher.ac.in//storage/3_4_8_A_List_of_the_publications_2024_25.xlsx
Any other relevant information	
3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year	**231**
File Description	**Documents**
Bibliometric of publications based on Scopus/ Web of Science- h-index of the Institution	https://sduaher.ac.in//storage/3_4_9_A_list_of_Bibliometrics_of_publications_2024_25.xlsx

3.5 - Consultancy

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has established a comprehensive Intellectual Property Rights (IPR) and Consultancy Policy to promote research, innovation, consultancy and collaborative activities among faculty, students and staff. The policy provides a framework for the protection, management and commercialization of intellectual property generated within the Institution.

The Academy regularly conducts workshops and training programmes on Research Methodology, IPR and innovation to build the capacity of faculty, students and staff in generating, developing and protecting innovative ideas and undertaking consultancy activities.

The Institution provides support for patent filing, including meeting the prescribed costs, thereby reducing financial barriers for researchers. Preliminary scrutiny and validation of project proposals and facilitation of mandatory approvals are undertaken through the Research and Development Cell.

The Jalappa Foundation for Innovation and Incubation supports faculty and innovators in transforming inventions and innovations into commercially viable products and start-up ventures by providing mentoring, infrastructure and other necessary support.

Faculty members are encouraged to utilize available institutional expertise and facilities to undertake consultancy services in areas such as molecular research, clinical trials, clinical training and employee health management.

The policy provides for revenue/royalty sharing between the inventor and the Institution in the ratio of 60:40, respectively, in favour of the inventor. The Academy also promotes industrial collaborations to strengthen research, innovation, and technology transfer and consultancy activities.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://sduaher.ac.in/storage/1782805482.1447A.MinutesofBoMrelatedtoIPRandconsultancypolicy.w4Zu.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://sduaher.ac.in/storage/1782805482.1621B.IPRandConsultancyPolicy.Ae2z.pdf

List of the training / capacity building programmes conducted during the year	https://sduaher.ac.in/storage/178280548 2.201C.ListofthetrainingProgrammescond ucted.vDNN.pdf
Any other relevant information	
3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year	
3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)	70.39
File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	https://sduaher.ac.in/storage/178280598 2.4634A.Auditedstatementsofaccounts.bu rI.pdf
CA certified copy/Finance Officer Certified copy attested by head of the Institution	https://sduaher.ac.in/storage/178280598 2.4634A.Auditedstatementsofaccounts.bu rI.pdf
List of consultants and revenue generated by them (Data Template)	https://sduaher.ac.in//storage/3_5_2_B_C onsultancy_detail_2024_25.xlsx
Any other relevant information	
3.6 - Extension Activities	
3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year	
3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year	557
File Description	Documents
Photographs or other relevant supporting document	https://sduaher.ac.in/AQAR-2024-25-3-6-1-Photographs.html
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	https://sduaher.ac.in/AQAR-2024-25-3-6-1-Detailed.html
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	Nil
Any other relevant information	https://sduaher.ac.in//storage/3_6_1_C_A ny_other_relevant_2024_25.xlsx
3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1	906
File Description	Documents
Reports of the events organized	https://sduaher.ac.in/AQAR-2024-25-3-6-2-Detailed.html

Number of extension and outreach activities conducted with industry, community health camps etc.., for the year (Data Template)	https://sduaher.ac.in//storage/3_6_2_B_Data_Template_2024_25.xlsx
Geo tagged Photos of events and activities	https://sduaher.ac.in/AQAR-2024-25-3-6-2-Photographs.html
Any other relevant information	

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) received recognitions from reputed national organizations during the year for its contributions to healthcare innovation, quality improvement and patient-centred services.

During the year, the Institution received the Precision Medicine India National Award–2025 in the category of "Emerging Hospital of the Year in Precision Medicine" from the Voice of Health Care Organization. The recognition acknowledges the Institution's contributions towards implementing precision medicine approaches, advancing patient-centred healthcare and promoting innovative clinical practices.

Further, SDUAHER was honoured with the Most Innovative Quality Start-up Award at the 12th International Patient Safety Conference, New Delhi, 2025. This recognition acknowledges the Institution's initiatives in quality improvement, patient safety and healthcare innovation.

These awards and recognitions reflect SDUAHER's continued commitment to adopting innovative practices, strengthening healthcare services and promoting quality and patient-centred care. The recognitions received from reputed organizations further demonstrate the Institution's efforts towards contributing to society through healthcare initiatives and outreach-oriented services.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	https://sduaher.ac.in/storage/1782812052.922A.NumberofawardsforextensionDEMP.pdf
List of Government/other recognized bodies that have given the awards	https://sduaher.ac.in/storage/1782812052.9246B.ListofGovernment.ghfr.pdf
Any other relevant information	

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) is committed to community service through a wide range of extension and outreach activities addressing health, environmental sustainability, social responsibility and public awareness. During the year, the Institution continued its sustained engagement with the community through health camps, awareness programmes, yoga and wellness initiatives, blood donation camps, environmental campaigns, Swachha Bharat activities, nutrition education and observance of national and international health days in collaboration with Government and other recognized organizations.

Students actively participate in these extension and outreach programmes, gaining experiential learning while developing leadership, teamwork, communication skills and a strong sense of social responsibility. Through preventive healthcare initiatives, community-

based awareness programmes, outreach services and affordable healthcare, the Institution contributes towards improving community well-being and healthcare accessibility. The Institution's consistent efforts in planning and implementing socially relevant extension activities have received recognition from Government and other recognized bodies during the year. Such awards and recognitions acknowledge SDUAHER's contribution towards community health, social welfare, public awareness and sustainable development. These activities and recognitions reflect the Institution's commitment to integrating education, healthcare and community engagement, while fostering socially responsible graduates and contributing to the holistic development and well-being of society.	
File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://sduaher.ac.in/AQAR-2024-25-3.6.4.html
Link for additional information	
Link for additional information	
3.7 - Collaboration	
3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. conducted during the year	
3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year	13
File Description	Documents
List of Collaborative activities for research, faculty exchange etc.., (as per Data Template)	https://sduaher.ac.in//storage/2_7_1_A_Online_student_satisfaction_survey_2024_25.xlsx
Certified copies of collaboration documents and exchange visits	https://sduaher.ac.in/storage/1782812898.1408B.CertifiedcopiesofcollaborationXmcF.pdf
Link with collaborating Institution’s website	
Any other relevant information	
3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year	
3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year	68
File Description	Documents
E-copies of the functional MoU’s with institution/ industry/ corporate house, Indicating the start date and completion date	https://sduaher.ac.in/storage/1782813206.7051AE-copiesofthefunctionalMOUs.nJdd.pdf
Institutional data in prescribed format	https://sduaher.ac.in//storage/3_7_2_B_Institutional_data_2024_25.xlsx

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Sri Devaraj Urs Academy of Higher Education and Research has adequate infrastructure and continuously enhances its facilities to support advanced teaching, learning, clinical training, and research. The institution has ten well-equipped ICT-enabled lecture halls with LCD projectors, display boards, audio systems, internet access, and overhead projectors, facilitating interactive teaching-learning, case discussions, and blended learning. A Council Hall, located on the ground floor of the College of Nursing, is equipped with LCD projectors, audio systems, notice boards, and internet connectivity for academic meetings, seminars, and workshops. The institution also has two multipurpose halls, one located in the Student Nurses' Hostel and another on the third floor of the College of Nursing with a smart board, accommodating 150–250 participants for conferences, scientific programmes, and academic activities.

The College has five well-equipped nursing laboratories where students develop practical skills before entering clinical areas, along with a computer laboratory with 23 systems supporting digital learning and research.

To strengthen clinical learning, several modern diagnostic, therapeutic, and rehabilitation devices have been added across departments. In the Department of Ophthalmology, advanced diagnostic tools such as Optical Coherence Tomography Angiography, IOL Master 700, Humphrey Field Analyzer cable, and Nd:YAG Laser Machine provide hands-on training in retinal imaging, biometry, visual field assessment, and laser-based ophthalmic interventions.

Teaching and demonstration facilities have also been upgraded with large-screen LED televisions for lectures, case discussions, teleconferences, and tele-rehabilitation activities. In Prosthetics and Orthotics, new models, tools, and training kits enable students to practice fabrication, fitting, and gait training using modern assistive devices.

The Physiotherapy and Rehabilitation Departments have been strengthened with Interferential Therapy (IFT) Units, Transcutaneous Electrical Nerve Stimulation (TENS) Units, Ultrasound Therapy Systems, Functional Electrical Stimulation (FES) Devices, Muscle Stimulators, Moist Heat Packs, Hand Grip and Pinch Grip Dynamometers, Biothesiometers, and portable treatment beds. These facilities support practical teaching, clinical learning, outreach activities, community-based rehabilitation, patient assessment, functional rehabilitation, pain management, motor recovery, and clinical research.

Collectively, these facilities ensure that faculty and students have access to modern classrooms, ICT-enabled teaching resources, laboratories, clinical learning environments, community learning opportunities, teleconferencing facilities, and advanced equipment that integrate theory with practice while supporting competency-based education and research as stipulated by the appropriate regulatory bodies.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://sduaher.ac.in/storage/1783399870.592ATeaching-learningandskillsacquisitionfacilitiesintheInstitution.IwNj.pdf
Geotagged photographs of the facilities	https://sduaher.ac.in/AQAR-2024-25-4-1-1-Geo-Tagged.html

Any other relevant information	https://sduaher.ac.in/storage/1783399870.5718CAdditionaldocuments-Invoices.sjju.pdf

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

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

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

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

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://sduaher.ac.in/storage/1783400376.3141AAvailablesportsandculturalsfacilities.u5aS.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783400376.1874BAnyotherRelevantinformation.3Zfs.pdf

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

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

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

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

File Description	Documents
Geotagged Photographs of Campus facilities	https://sduaher.ac.in/AQAR-2024-25-4-1-3.html
Any other relevant information	

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

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)	
File Description	Documents
Audited report / utilization statements (highlight relevant items)	https://sduaher.ac.in/storage/1783400984.3559AAuditReport.YiWP.pdf
Details of budget allocation, excluding salary during the year (Data Template)	https://sduaher.ac.in//storage/4_1_4_B_Details_of_budget_allocation_2024_25.xlsx
Any other relevant information	

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

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

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

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://sduaher.ac.in/storage/1783401219.4429AThefacilitiesasperthestipulationsofthere spectiveRegulatoryBodieswithGeotaggedphotos.cz8c.pdf
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://sduaher.ac.in/storage/1783401219.4593BListoffacilitiesforpatientcareteachingandreserach.tQxM.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783401219.4606CAnyotherrelevant.gDum.pdf

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

Sri RL Jalappa Hospital is a Tertiary Care Centre giving service to Kolar and surrounding districts and neighbouring states. The hospital is equipped with state-of-the-art diagnostic and therapeutic services and is giving efficient services to community. There are 1200 beds for inpatient care as per requirement of statutory council. Average in patient occupancy is 82%- 85%. Clinical bed side teaching takes place in various wards in bed side teaching rooms

attached to wards to inculcate clinical skills in students. The hospitals have well equipped surgical suits for minor and complex surgeries. Average of about 1120 major surgeries, nearly 2137 minor surgeries are being carried out in hospital every month with facility of live telecast. There are 200 beds in ICU with 100% occupancy providing adequate learning for students in management of acutely ill patients. Post graduate students get hands on training in bed side procedures like central line insertion, endotracheal intubation, and mechanical ventilation in these units. Average 1432 pathology, biochemistry, microbiology investigations and 350 radiological investigations takes place on daily basis.

OPD AND IPD statistics

Months	Jun 24	Jul 24	Aug 24	Sep 24	Oct 24	Nov 24	Dec 24
OP	38703	40736	45572	40748	40613	40636	43146
IP	27522	28291	28667	27135	27683	25080	25820

Months	Jan 25	Feb 25	Mar 25	Apr 25	May 25
OP	45934	40880	45700	40605	44788
IP	26244	23306	25198	24549	26694

File Description	**Documents**
Outpatient and inpatient statistics for the year	https://sduaher.ac.in/storage/1783496094.8768AOutpatientandinpatientstatistics.GjJi.pdf
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://sduaher.ac.in/storage/1783496094.9352BDescriptionofAdequacyofoutpatientandinpatientstatistics.3AoN.pdf
Link to hospital records / Hospital Management Information System	
4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health	A. All of the Above
File Description	**Documents**
Geotagged photographs of Health Centers	https://sduaher.ac.in/AQAR-2024-25-4-2-3-Geotagged.html
Government Order on allotment/assignment of PHC to the	https://sduaher.ac.in/storage/1783407636.3457BGovernmentOrder.eF6b.pdf

Institution	
Documents of resident facility	https://sduaher.ac.in/storage/1783407636.3223CDocumentsofresidentfacility_Postings.CvGN.pdf
Any other relevant information	
4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.	D. Any 2 of the Above
File Description	**Documents**
Copies of the Certificate/s of Accreditations	https://sduaher.ac.in/storage/1783484395.8273ACopiesoftheCertificateNABHCertificateNABL.z82s.pdf
Any other relevant documents	
Data Template in prescribed format	https://sduaher.ac.in//storage/4_2_4_B_Data_Template_2024_25.xlsx

4.3 - Library as a Learning Resource

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

Library Automation:

The University Library serves as a central hub for users and is predominantly automated through a licensed version of the Integrated Library Management System (ILMS) – EASYLIB Web 6.4a Cloud. This system integrates all library operations over a network, including book tracking, patron management, dues monitoring, inventory control, and more. A barcode system is implemented for seamless access to library resources.

The library regularly updates its collection with the latest editions of books and renews its e-resources and databases annually. It is equipped with an NMEICT-funded high-speed internet facility (≥1 Gbps) and campus-wide Wi-Fi access points, enabling users to search, access, and download digital content and institutional repositories.

All stakeholders can access the library's subscribed e-resources remotely 24/7 through the portal: sduaherlibrary.knimbus.com.

Library automation began in 2003 using the EASYLIB Integrated Library Management System.

The current version has been updated with the following features between June 2024 and May 2025.

- Federated Search (External Search Links) to be able to search in external Databases like BMJ, UpToDate, ProQuest etc. The open-access articles will be available free to read. The paid version will require additional individual authentication.
- Enhancements to OPAC Configuration
- Inventory management module-To be able to track additional items in the library like computers, electrical, electronic material, etc.
- Enabling library usage for other associated colleges to make better use of resources

- New screens in the In-Out Visitor Management Module
- Enabled the Service Desk module to be able to track student requests
- Added Project Management Module to define and track new projects at the college
- Enabled the Journal publication module to be able to publish their own journals from the library
- SQL reports Module to be able to generate more reports

File Description	Documents
Geotagged photographs	https://sduaher.ac.in/AQAR-2024-25-4-3-1-Geotagged.html
Any other relevant information	https://sduaher.ac.in/storage/1783485598.9988BAnyOtherInformation.orpT.pdf

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

The University Library holds a total of 39,665 volumes, including textbooks, reference materials, ancient manuscripts, biographies, autobiographies, encyclopedias, and other knowledge resources.
Between June 2024 and May 2025, 2,448 new books were added to the collection, comprising textbooks, reference volumes, and books donated by alumni.

College	Total Library as on May 2024	Added from June 2024 To May 2025	Total Library as on May 2025
SDUMC/FAH&BS	30008	520	30528
SDUCON	7209	271	7480
RLJCOP	0	1657	1657
Grand Total	37217	2448	39665

Textbooks:
The library periodically adds the latest editions of textbooks for each subject, ensuring that multiple copies are available to meet the needs of both students and staff.
Alumni Donated Books:
Alumni of SDUAHER have generously donated 109 books, which have been made available for use by library patrons.
Reference Volumes:
The University Library has added 96 copies of the latest editions of key reference volumes, including Berry & Kohn's Operating Room Technique, DeVita, Hellman, and Rosenberg's Cancer: Principles and Practice of Oncology, Egan’s Fundamentals of Respiratory Care, Nancy Caroline's Emergency Care in the Streets, Rang & Dale's Pharmacology, and Textbook of Medical Laboratory Technology: Clinical Laboratory Science and Molecular Diagnosis.

File Description	Documents

Library acquisition data for the year	https://sduaher.ac.in/storage/1783490370.09ANumberofbooksandreferencevolumes.KLPT.pdf
Any other relevant information	
4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases	
File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	https://sduaher.ac.in//storage/4_3_3_A_Data_Template_2024_25.xlsx
E-copy of subscription letter/membership letter or related document with the mention of year	http://sduaher.ac.in/storage/1783490794.0459BE-copyofSubscriptionMembership.0pt8.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783490793.9737CAnyotherinformation-Detailsofe-resourceswithfulltextaccess.FVky.pdf
4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year	
4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)	
File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	https://sduaher.ac.in/storage/1783491001.5057AProvideconsolidatedextractofExpenditureBooksandJournals.6TSq.pdf
Audited Statement highlighting the expenditure for purchase of books and journal library resources	https://sduaher.ac.in/storage/1783491001.5048BAuditedStatementhighlighting.VK2G.pdf
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	https://sduaher.ac.in/storage/1783491001.5033CProceedingsofLibrarycommittee.1yCX.pdf
Details of annual expenditure for purchase of books and journals for the year (Data Template)	https://sduaher.ac.in//storage/4_3_4_D_Details_of_annual_expenditure_2024_25.xlsx
Any other relevant information	
4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives	
File Description	Documents
Give links or upload document of e-content developed	https://sduaher.ac.in/storage/1783491632.3866ALMSecontentdevelopedbyteachers.SkvA.pdf

Supporting documents from the hosting agency for the e-content developed by the teachers	https://sduaher.ac.in/storage/1783491632.3541BE-contentrepositoryusedbytheteachersandstudents.eamN.pdf
Give links e-content repository used by the teachers / Students	https://sduaher.ac.in/storage/1783491632.3866ALMSecontentdevelopedbyteachers.SkvA.pdf
Data Template	https://sduaher.ac.in//storage/4_3_5_D_D_Data_Template_2024_25.xlsx

4.4 - IT Infrastructure

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

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

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	https://sduaher.ac.in//storage/4_4_1_A_Data_Template_2024_25.xlsx
Description of new facilities added during the preceding academic year	https://sduaher.ac.in/storage/1783494187.3587BDescriptionofnewfacilities.3z1Z.pdf
Consolidated list duly certified by the Head of the institution	https://sduaher.ac.in/storage/1783494187.358CConsolidatedlistdulycertified.xTaK.pdf
Geotagged photographs	https://sduaher.ac.in/AQAR-2024-25-4-4-1-Geotagged.html
Any other relevant information	https://sduaher.ac.in/storage/1783494187.3569EAnyotherrelevantinformation.Zhru.pdf

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

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

- **Thin Client Systems (N Computing RX300)**: New systems were added on 6th December 2023 to enhance computing resources across the campus.
- **Projector Upgrades (BENQ SVGA-MS560P)**: Installed in multiple locations to improve presentation capabilities, with updates in December 2023 and August 2023.
- **DELL Desktop & Laptop Systems**: New DELL Optiplex 7010 desktop towers and Latitude 3420 CTO laptops were provided across various departments in 2023 to 2024.
- **Wi-Fi Routers (Netgear R6850 A2000)**: Installed for improved dual-band gigabit connectivity, ensuring 24x7 internet access in student hostels (updated on 6th December 2023).
- **Switch Upgrades**: 28-port POE gigabit smart switches were added in 2023 to increase network capacity for wired and wireless networks.
- **IP-Based CCTV Systems**: Installed at women's hostels in December 2023, enhancing campus security.

- **NAS and Data Storage**: SYNOLOGY Disk Station and Stacbloc 201 CIT were added in 2023 to improve data storage and backup solutions.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://sduaher.ac.in/storage/1783494358.5952ADocumentsrelatingtoupdationofITandWi-Fifacilities.lUBq.pdf
Any other relevant information	

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

File Description	Documents
Details of available bandwidth of internet connection in the Institution	https://sduaher.ac.in//storage/4_4_3_A_Details_of_available_bandwidth_2024_25.xlsx
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	https://sduaher.ac.in/storage/1783495677.8573BBillsforanyonemonth.ITAl.pdf
Annual subscription bill / receipt	https://sduaher.ac.in/storage/1783495677.8511CAnnualsubscriptionbill.ZBSL.pdf
Any other relevant information	

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

Diverse e-content appears in various formats, such as MP4 videos and PowerPoint presentations. These valuable resources are hosted on the Learning Management System (LMS) within their respective academic departments. The Audio-Visual Centre, located in the University library building, is central to this multimedia ecosystem. It provides and maintains audio-visual equipment for classrooms, workshops, seminars, special events, and meetings. In addition to its practical functions, the Centre plays a key role in creating online resources tailored to student needs. It seamlessly integrates with the campus's technological infrastructure, including the LMS and existing AV equipment.

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

File Description	Documents
The e-content development facilities	https://sduaher.ac.in/storage/1783494733.4932AThee-contentdevelopmentfacilities.UKsC.pdf
Geotagged photographs	https://sduaher.ac.in/AQAR-2024-25-4-4-4-Geotagged.html
Any other relevant information	

4.5 - Maintenance of Campus Infrastructure	
4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year	
File Description	**Documents**
Audited statements of accounts on maintenance	https://sduaher.ac.in/storage/1783494959.008AAuditedstatementsofaccountsonmaintenance.3ABE.pdf
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	https://sduaher.ac.in//storage/4_5_1_B_Data_Template_2024_25.xlsx
Link to ERP	
Any other relevant information	
4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)	
SDUAHER has established a comprehensive maintenance framework encompassing both corrective and preventive measures. This strategic approach is geared towards upholding and, where necessary, enhancing operational standards, backed by the integration of IT-enabled tools to bolster efficiency. Proactive maintenance measures are primarily overseen by the institution's in-house staff, barring specific areas such as air conditioners and elevators, which are entrusted to outsourced service providers under annual maintenance contracts. Conversely, instances of breakdown maintenance are managed through a collaborative effort between the institution's internal team and external agencies. To ensure an optimal level of maintenance efficiency, Standard Operating Procedures (SOPs) have been meticulously introduced. For academic buildings, a streamlined process entails the submission of issues or complaints by respective departments to the Maintenance section. Subsequently, designated engineers assess the concerns and allocate tasks. Upon task completion, a confirmation is sought from the relevant department heads, sealing the maintenance process. A parallel set of SOPs governs the maintenance of non-academic buildings. Maintenance engineers conduct weekly inspections in collaboration with the designated authority. Following this, a sequence of actions is initiated to rectify identified issues. Upon conclusion of the maintenance actions, an acknowledgment is obtained from the respective designated authority.	
File Description	**Documents**
Minutes of the meetings of the Maintenance Committee for the year	https://sduaher.ac.in/storage/1783495193.9516AMinutesofthemeetingsoftheMaintenanceCommittee.R5Fd.pdf
Log book or other records regarding maintenance works	

Any other relevant information	

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support
5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year
5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	https://sduaher.ac.in/storage/1783053805.9042A.Attestedcopiesofthesanctionlettersfromthesanctioningauthorities1.hlTD.pdf
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	https://sduaher.ac.in/storage/1783053805.9273B.listofstudentsfortheyearwhoreceivedscholarshipsfreeshipsfee-waives1.hRsG.pdf
List of students for the year who received scholarships/ freeships /fee-waivers	https://sduaher.ac.in//storage/5_1_1_C_List_of_students_for_the_year_2024_25.xlsx
Any other relevant information	

5.1.2 - Institution implements a variety of capability enhancement a n d o t h e r s k i l l s development schemes Soft skills development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	https://sduaher.ac.in/storage/1783054773.3677A.Detailedreportofthecapacityenhancementprogramsandotherskillsdevelopmentschemes.qXTS.pdf
List of capability enhancement and skill development schemes (Data Template)	https://sduaher.ac.in//storage/5_1_2_B_List_of_capability_enhancement_2024_25.xlsx
Link to Institutional website	
Any other relevant information	

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

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

File Description	Documents
Copy of circular/brochure of such programs	https://sduaher.ac.in/storage/1783055467.4245A.CopyofcircularbrochureofsuchprogramsIba3.pdf
List of students attending each of these schemes signed by competent authority	https://sduaher.ac.in/storage/1783055467.3496B.Listofstudentsattendingeachofthesechemessignedbycompetentauthority.Da1N.pdf
Program/scheme mentioned in the metric	https://sduaher.ac.in/storage/1783055467.3271C.Programschememententionedinthemetric.22ye.pdf
List of students (Certified by the Head of the Institution) benefited by guidance for	https://sduaher.ac.in//storage/5_1_3_D_List_of_students_2024_25.xlsx

competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	
Any other relevant information	

5.1.4 - The Institution has an active international student cell

The International Student cell of SDUMC conducted 3 programs from June 2024to May 2025.
1.CANCER AWARENESS PROGRAM - The aim of this event was to sensitize our NRI students regarding the services provided by RL Jalappa Hospital and research center towards cancer and NRI students get into the difficulties faced by people in rural background.
2.OLD AGE HOME PROGRAM on 29-01-2025 at Ramana Maharshi old age home at KGF. The aim of the visit was to understand the functioning of Old age home and difficulties faced by old age people.
3. SCHOOL HEALTH PROGRAM School health program was organized by NRI cell in collaboration with Student welfare department on HMPV virus 27-01-2025 at Ramana Maharshi school, Mulbagal , Kolar. The objective of this program was to conduct routine health check-up from 6th standard to 10th standard residential students and also spread awareness about HMPV.
The Cell also took care of NRI students' mentorship, Pass port related grievances and any other matter related to their stay in this campus

File Description	Documents
International students' cell	https://sduaher.ac.in/storage/1783055903.2109A.Internationalstudentscell.2BOS.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783055903.1616B.Anyotherreleventinformation.CncG.pdf

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

File Description	Documents
The Institution has a transparent m	https://sduaher.ac.in/storage/1783056365.646A.Theinstitutionhasatransparent.EFjq.pdf
Circular/web-link/ committee report justifying the objectives of the metric	https://sduaher.ac.in/storage/1783056365.3932B.Circularweb-linkcommitteereportjustifyingtheobjectivesofthemetric.7U3I.pdf
Details of student grievances and action taken (Data Template)	https://sduaher.ac.in//storage/5_1_5_C_Details_of_student_grievances_2024_25.xlsx
Any other relevant information	

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the preceding academic year	
	165
File Description	Documents
Number of students qualifying in state/ national	https://sduaher.ac.in/storage/1790413721.711ANumberofstudentsqualifyinginstatenational.S7yO.pdf
Pass Certificates in the examination	https://sduaher.ac.in/storage/1790413721.6322BPassCertificatesintheexamination2.f737.pdf
Any other relevant information	
5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year	
5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year	
	290
File Description	Documents
Self-attested list of students placed / self-employed	https://sduaher.ac.in/storage/1790413567.319ASelf-attestedlistofstudentsplaced2.5NiS.pdf
Details of student placement / self-employment during the preceding academic year (Data Template)	https://sduaher.ac.in//storage/5_2_2_B_Details_ofstudent_placement_Data_Template_2024_25.xlsx
Any other relevant information	
5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education	
5.2.3.1 - Number of outgoing students progressing to higher education	
File Description	Documents
List of students who have progressed to Higher education preceding academic year	https://sduaher.ac.in/storage/1790413389.645AListofstudentswhohaveprogressedtoHighereducation.41BG.pdf
Supporting data for students/alumni	https://sduaher.ac.in/storage/1790413389.6469BSupportingdataforstudentsalumni.R5uV.pdf
Details of student progression to higher education (Data Template)	https://sduaher.ac.in//storage/5_2_3_C_Details_of_student_progression_to_higher_education_2024_25.xlsx
Any other relevant information	
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals for outstanding performance in sports/ cultural activities at state/regional/national/international events (award for a team event should be counted	

as one) during the year

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

File Description	Documents
e-copies of award letters and certificates	https://sduaher.ac.in/storage/1783059541.2833A.Ecopiesofawarded.5Urk.pdf
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	https://sduaher.ac.in//storage/5_3_1_B_List_of_Awards_2024_25.xlsx
Any other relevant information	https://sduaher.ac.in/storage/1783059541.0891C.Anyotherreleventinfomrationlettersreports.0Qrg.pdf

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

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

Composition of Student Council:
General Secretary
Joint Secretaries
Each batch – 2
Cultural & 2 Sports secretaries
2 Class Representatives
1 from Magazine Committee

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

Functions:

To officially represent all students of Academy.
To identify & help solve problems encountered by students. To encourage students in organizing activities each year -
culturals, sports, Freshers day to farewells & also activities of Community welfare.
Are members of committees like hostel, mess, Library, Anti-ragging, magazine, etc.,

To participate in camps / medical check-ups & celebrate days of National importance in co-ordination with NSS.	
File Description	**Documents**
Student Council activities during the year	https://sduaher.ac.in/storage/1783056738.6726A.StudentCouncilactivitiesduringtheyear.jWqN.pdf
Any other relevant information	
5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year	
5.3.3.1 - Number of sports and cultural activities / competitions organised by the Institution during the year	
File Description	**Documents**
Report of the events/along with photographs appropriately dated and captioned	https://sduaher.ac.in/storage/1783057202.4009A.Reportoftheeventsalongwithphotographsappropriatelydatedandcaptioned.MTOX.pdf
Copy of circular/brochure indicating such kind of activities Information as per Data template	https://sduaher.ac.in//storage/5_3_3_B_Institutional_data_in_prescribed_format_2024_25.xlsx
Any other relevant information	
5.4 - Alumni Engagement	
5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year	
The Alumni Association of the university is vibrant and registered (vide Reg. No: 89/2004-05 dated 2nd July 2004). The Alumni Association has an office on the campus. The college website has a link to the Alumni Association, and relevant information is regularly updated. The Alumni Association operates from the constituent college and organizes various activities throughout the year, including the celebration of Doctor's Day, Teacher's Day, Continuous Medical Education programs, Guest Lectures, workshops, and career guidance programs. The Alumni Association has consistently honored eminent doctors in the region and respected teachers over the years. Many alumni of this institution have gained recognition worldwide for their clinical skills and have brought prestige to the institution.	

File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	https://sduaher.ac.in/storage/1783057397.499A.DetailsofAlumniAssoicationactivitesfortheyear.oQHl.pdf
List of Alumni contributions made during the year	https://sduaher.ac.in/storage/1783057397.7434B.FrequencyofmeetingofalumniAssoicationwithminutes.rwWZ.pdf
Certified statement of the contributions by the head of the Institution	https://sduaher.ac.in/storage/1783057397.4965C.Quantumoffinancialcontributionfortheyear.0hIu.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783057397.4867D.AduditedstatementofAccountsofthe AlumniAssoicationfortheyear.N2NE.pdf
5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments	A. All of the Above

File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	https://sduaher.ac.in/storage/1783058369.6117A.AduditedstatementofAccountsofthe AlumniAssoicationfortheyear.XngW.pdf
List of Alumni contributions made during the year	https://sduaher.ac.in/storage/1783058369.6079B.Listofalumnicontributionsmadeduringtheyear.ndpS.pdf
Certified statement of the contributions by the head of the Institution	https://sduaher.ac.in/storage/1783058369.6176C.Certifiedstatementofthecontributionsbytheheadoftheinstitution.EUE1.pdf
Any other relevant information	

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership
6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance
VISION: "University of Excellence – Knowledge for Posterity"

MISSION:

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) remains firmly committed to realizing its Vision and Mission through transparent governance, sound policies, and consistent institutional practice across all levels of functioning. The leadership adopts a participatory and inclusive approach to academic and administrative decision-making, nurturing an environment conducive to excellence, accountability, and continuous improvement in teaching, research, and training.

Upholding democratic principles, diversity, and freedom of expression, the institution operates an active Cultural Committee that fosters community engagement and cultural harmony, alongside a dedicated Grievance Committee addressing gender sensitivity, equity, and inclusivity among students and staff. The NSS Cell promotes civic responsibility, social outreach, and environmental sustainability, while the Research and Development Cell nurtures a vibrant culture of innovation, scientific inquiry, and intellectual growth, reinforcing the institution's commitment to holistic development and academic distinction.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://sduaher.ac.in/storage/1789531670.2839AVisionandMissiondocumentsapproved.WC3t.pdf
Report of achievements which led to Institutional excellence	https://sduaher.ac.in/storage/1789531670.2809BReportofachievementswhichledtoInstitutionalexcellence.iySX.pdf
Any other relevant information	https://sduaher.ac.in/storage/1789531670.2789CAnyotherrelevantinformation.7eTs.pdf

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) 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.

Decentralized Institutional Structure: Administrative and academic responsibilities are distributed across various statutory and functional bodies—including the Board of Management, Academic Council, Faculty and Departmental Boards of Studies, IQAC, Finance Committee, and Grievance and Cultural Committees—ensuring collective ownership and timely decision-making at appropriate levels. Heads of Departments and Deans are empowered with functional autonomy in academic planning, resource allocation, and day-

to-day administration, while regular meetings and reporting mechanisms ensure accountability and coordination with central leadership.

Case Study: Curriculum/Programme Review Process

1. Feedback Collection: Inputs are gathered through individual faculty feedback, Class Committees, external experts, Departmental and Faculty Boards of Studies, the Academic Council, alumni, parents, employers, IQAC, Statutory Regulatory Authorities, and the Board of Management.

2. Departmental Review: Departments conduct annual reviews, analysing feedback to propose syllabus revisions or new core/elective courses.

3. Approval Process: Proposals are sequentially approved through the Departmental Board of Studies, Faculty Board of Studies, Academic Council, and Board of Management.

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

File Description	Documents
Information / documents in support of the case study	https://sduaher.ac.in/storage/1789531802.8349AInformationdocumentsinsupportofthecasestudy.4bBR.pdf
Any other relevant information	

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Institutional Strategic Plan is Effectively Deployed

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) has formulated a comprehensive Strategic Plan that guides the institution's academic, administrative, and infrastructural development, aligning with its Vision and Mission of excellence in higher education. The Strategic Plan is deployed through a structured, participative process involving all stakeholders, ensuring its effective translation into institutional practice.

The plan is periodically reviewed and refined by the Board of Management, in consultation with the Academic Council, Deans, Heads of Departments, and the Internal Quality Assurance Cell (IQAC), ensuring alignment with regulatory guidelines and emerging educational trends. Strategic goals are cascaded into actionable annual academic and administrative plans at the departmental level, with clear timelines, responsibilities, and measurable outcomes.

Key areas of strategic focus include enhancing teaching-learning quality, strengthening research and innovation, fostering industry-academia collaboration, promoting community engagement, and ensuring holistic student development. Dedicated committees and cells—including IQAC, Research and Development Cell, NSS Cell, and Placement Cell—drive implementation of specific strategic initiatives within their respective domains.

Regular monitoring mechanisms, including departmental reviews, IQAC audits, and feedback from stakeholders such as faculty, students, alumni, and employers, enable continuous assessment of progress against strategic objectives. Outcomes are periodically reported to the Board of Management, facilitating timely corrective action and course correction where required.

Through this systematic, inclusive, and outcome-oriented deployment process, SDUAHER ensures that its Strategic Plan remains a dynamic instrument driving institutional growth, academic excellence, and sustained quality enhancement across all functional areas.

File Description	Documents
Strategic Plan document	https://sduaher.ac.in/storage/1789531944.6412AStrategicPlandocument.BiOQ.pdf
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	https://sduaher.ac.in/storage/1789531944.542BMinutesoftheGoverningCouncil.vhpd.pdf
Any other relevant information	

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) maintains a well-structured administrative and academic governance system, ensuring effective and efficient functioning of institutional bodies through clearly defined policies, procedures, and service rules.

The governance framework comprises statutory bodies such as the Board of Management, Academic Council, Finance Committee, Faculty and Departmental Boards of Studies, and the Internal Quality Assurance Cell (IQAC), each operating within a defined scope of authority and meeting at regular, prescribed intervals to ensure timely decision-making and accountability.

Comprehensive policies govern recruitment, appointment, promotion, and service conditions, formulated in accordance with UGC/regulatory norms, ensuring transparency and merit-based selection. Documented Standard Operating Procedures guide administrative processes—including admissions, examinations, finance, and grievance redressal—minimizing delays and ensuring consistency across departments.

Delegation of authority to Deans, Heads of Departments, and functional committees enables prompt resolution of matters at appropriate levels, while periodic reporting ensures coordination with central leadership. Dedicated cells, including Grievance, Anti-Ragging, and Internal Complaints Cells, address stakeholder concerns efficiently.

Regular audits, IQAC reviews, and stakeholder feedback further strengthen accountability, reflecting SDUAHER's commitment to effective, transparent institutional governance aligned with its academic and administrative goals.

File Description	Documents

Annual Report of the preceding academic year	https://sduaher.ac.in/storage/1789532297.9909AAnnualReportoftheprecedingacademicyear.wf0b.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://sduaher.ac.in/storage/1789532297.8218BMinutesofmeetingsofvariousBodiesandCommittees.oYGL.pdf
Any other relevant information	
6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination	A. All of the Above
File Description	**Documents**
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	https://sduaher.ac.in/storage/1789532514.6344AInstitutionalbudgetstatements.GKc2.pdf
e-Governance related document	https://sduaher.ac.in/storage/1789532514.6283BE-Governancerelateddocument.twpj.pdf
Screen shots of user interfaces	https://sduaher.ac.in/storage/1789532514.6185CScreenshotsofuserinterfaces.vx2B.pdf
Any other relevant information	

6.3 - Faculty and Staff Empowerment Strategies

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

Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) implements robust welfare measures for all staff, ensuring their professional growth, well-being, and job satisfaction. The institution regularly organizes quality improvement programs for faculty and skill-based training sessions for non-teaching staff. To support continuous learning, faculty members are granted academic or special leave to attend Faculty Development Programs, workshops, seminars, conferences, and industrial training at reputed institutions, with the institution bearing registration fees and travel grants.

Beyond academic and professional development, SDUAHER extends a comprehensive range of welfare benefits, including Employee Provident Fund (EPF), Gratuity, Medical and Maternity Leave, Special Casual Leave, and Employee State Insurance (ESI) for non-teaching staff. Faculty are further encouraged through incentives for research publications, while all employees benefit from facilities such as free bus transport, staff quarters, crèche facilities, promotions, salary advances, and a Benevolent Fund.

Additional support measures include charitable healthcare services, school fee concessions for employees' children, and other welfare facilities. Collectively, these initiatives reflect SDUAHER's strong commitment to staff welfare, fostering a supportive, motivating, and inclusive work environment that enhances both employee satisfaction and institutional productivity.

File Description	Documents
Policy document on welfare measures	https://sduaher.ac.in/storage/1789532846.7573APolicyDocumentonWelfaremeasures..DdgP.pdf
List of beneficiaries of welfare measures	https://sduaher.ac.in/storage/1789532846.8151BListofbeneficiariesofwelfaremeasures.8L5Z.pdf
Any other relevant information	
6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year	104
File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	https://sduaher.ac.in//storage/6_3_2_A_Data_Template_2024_25.xlsx
List of teachers provided membership fee for professional bodies during the year	https://sduaher.ac.in/storage/1790310144.363BListofteachersprovidedmembershipfee1.ZjdX.pdf
Policy document on providing financial support to teachers	https://sduaher.ac.in/storage/1790310144.3663CIncentivepolicy1.383k.pdf
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	https://sduaher.ac.in/storage/1790310144.3698DE-copyoflettersindicatingfinancialassistance_organized1.dtVI.pdf
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	https://sduaher.ac.in/storage/1790310144.3873EAuditedstatementofaccounthighlighting.zeP6.pdf
Any other relevant information	
6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)	102
File Description	Documents

List of professional develoment / administrative training programmes organized by the University for the year	https://sduaher.ac.in/storage/1790052431.2279AListofprofessionaldeveloment1.9ncG.pdf
The lists of participants who attended the above programmes during the year (Data template)	https://sduaher.ac.in//storage/6_3_3_B_Data_Template_The_lists_of_participants_2024_25.xlsx
Detailed program report for each program	https://sduaher.ac.in/storage/1790052431.1403CDetailedprogramreportforeachprogram.eLGf.pdf
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	Nil
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	https://sduaher.ac.in/storage/1790052431.0325DReportsofAcademicStaffCollege.F9EP.pdf
Copy of circular/ brochure/report of training program self-conducted program may also be considered	https://sduaher.ac.in/storage/1790052430.9161ECopyofcircularbrochurereportoftrainingprogram.CdRp.pdf
Any other relevant information	
6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year	411
File Description	**Documents**
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	https://sduaher.ac.in//storage/6_3_4_A_Data_Template_2024_25.xlsx
E-copies of the certificates of the programs attended by teacher Any other relevant information	https://sduaher.ac.in/storage/1789536404.5273BE-copiesofthecertificatesoftheprograms.4FGc.pdf
6.3.5 - Institution has Performance Appraisal System for teaching and non-teaching staff	
SDUAHER implements a structured, performance-based appraisal system to comprehensively evaluate teaching and non-teaching staff on their annual contributions across academic, research, administrative, and extracurricular domains, alongside relevant personal attributes. Appraisal System for Teaching Staff: Faculty performance is assessed on their effectiveness as educators and overall institutional contribution, including the adoption of innovative teaching methodologies in classroom instruction, seminars, tutorials, course delivery, question paper setting, and evaluation. Key parameters include academic contributions,	

research output, administrative involvement, extracurricular engagement, and professional development activities undertaken during the year.

Appraisal System for Non-Teaching Staff: Non-teaching staff are evaluated on both technical proficiency and behavioural competencies, encompassing job-related skills, work efficiency, and their ability to collaborate effectively within the institutional environment. This dual-parameter approach ensures recognition of both functional expertise and interpersonal conduct.

By adopting this holistic and structured evaluation framework, SDUAHER ensures fair, transparent, and comprehensive assessment of all employees. The appraisal outcomes support informed decisions on promotions, incentives, and capacity-building needs, while fostering a culture of continuous improvement, accountability, and professional growth among both teaching and non-teaching staff across the institution

File Description	Documents
Performance Appraisal policy of the Institution	https://sduaher.ac.in/storage/1789535295.8306APerformanceAppraisalPolicy.13mv.pdf
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	https://sduaher.ac.in/storage/1789535295.7907BReportontheanalysisofthePerformanceAppraisalfortheteachingandnon-teachingstaff.Ghsa.pdf
Any other relavent information	

6.4 - Financial Management and Resource Mobilization

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

Financial management is a core priority at SDUAHER, ensuring efficient allocation of resources for academic, administrative, and developmental purposes, in alignment with the institution's Vision and Mission. This is achieved through close collaboration across academic and administrative units in formulating a comprehensive annual budget.

Guided by the Resource Mobilization Policy and Procedure, the institution mandates preparation of the budget prior to each fiscal year, encompassing recurring expenses—such as salaries, utilities, internet services, stationery, and maintenance—alongside planned capital expenditures, including laboratory equipment, furniture, and infrastructure development initiatives.

Strong emphasis is placed on the optimal utilization of funds and resources. The Finance Committee oversees appropriate allocation of funds for both recurring and one-time expenses, ensuring financial discipline across departments. The Purchase Committee obtains competitive quotations from vendors for procurement of equipment, computers, books, and other essential items, ensuring cost-effectiveness and transparency in acquisitions.

Strict monitoring mechanisms are maintained to ensure expenditures remain within approved budgetary limits, with timely intervention from institutional management in cases

of budgetary overruns, thereby ensuring sound fiscal governance, accountability, and sustainable resource utilization across the institution.	
File Description	**Documents**
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://sduaher.ac.in/storage/1789533138.1779AResourcemobilizationpolicy.ha5U.pdf
Procedures followed for optimal resource utilization	https://sduaher.ac.in/storage/1789533138.1839BProceduresfollowedforoptimalresourceutilization.Nb4S.pdf
Any other relevant information	
6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)	
File Description	**Documents**
Audited statements of accounts for the year	https://sduaher.ac.in/storage/1790310457.903AAuditedstatementsofaccounts.7FoJ.pdf
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	https://sduaher.ac.in/storage/1790310457.8871BCopyofletterindicatingthegrants.TkmE.pdf
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	https://sduaher.ac.in/storage/1790310457.9106CProvidethebudgetextractofauditedstatement.v0rO.pdf
Information as per Data template	https://sduaher.ac.in//storage/6_4_2_D_Date_Template_2024_25.xlsx
Any other relevant information	
6.4.3 - Institution conducts internal and external financial audits regularly	
SDUAHER has established robust mechanisms to ensure financial compliance and transparency through regular internal and external audits of its financial transactions. The Internal Financial Committee conducts internal audits twice annually, meticulously reviewing income and expenditure records, while an independent external agency performs a comprehensive audit once a year to assess the effective and efficient utilization of financial resources. Prior to each fiscal year, Finance Officers present a detailed budget proposal encompassing recurring expenses—such as salaries, utilities, internet charges, maintenance, and stationery—alongside non-recurring expenditures for laboratory equipment, furniture, and developmental projects. The Accounts Department closely monitors expenditure against the approved budget, including tracking depreciation of previously acquired assets. Every six months, the Internal Financial Committee undertakes a thorough voucher audit, scrutinizing expenses across categories through verification of bills and supporting documentation. In compliance with statutory government regulations, the institution's	

accounts are further audited by a qualified Chartered Accountant, who ensures all payments are duly authorized before submitting the audit report to management for review.

This systematic dual-audit process reinforces financial accountability, regulatory compliance, and sound fiscal governance across the institution.

File Description	Documents
Policy on internal and external audit mechanisms	https://sduaher.ac.in/storage/1789533358.8757APolicyoninternalandexternalauditmechanisms.5BPi.pdf
Financial Audit reports for the years	https://sduaher.ac.in/storage/1789533358.7616BFinancialAuditreportsfortheyears.jWRo.pdf
Any other relevant information	

6.5 - Internal Quality Assurance System

6.5.1 - Instituion has a streamlined Internal Quality Assurance Mechanism

In line with the National Assessment and Accreditation Council's (NAAC) recommendation that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure, the IQAC of Sri Devaraj Urs Academy of Higher Education and Research (SDUAHER) was reconstituted on 12th April 2016, following the university's first-cycle NAAC accreditation on 16th November 2015. Building on this foundation, the institution underwent its second-cycle NAAC assessment, with the peer team visit conducted from 13th to 15th December 2021, resulting in an Institutional CGPA of 2.71, reflecting steady quality enhancement across curricular, infrastructural, and governance parameters. The IQAC structure ensures active stakeholder involvement across all university levels and departments, thereby facilitating the sustained enhancement of institutional quality.

Vision: To foster a robust quality culture by institutionalizing and internalizing initiatives undertaken through both internal and external support, ensuring continuous alignment with evolving academic and administrative standards.

Objectives: To develop a systematic mechanism for conscious, consistent, and catalytic action aimed at improving academic and administrative performance; and to promote institutional functioning geared toward quality enhancement through the internalization of quality culture and institutionalization of best practices.

Functioning Mechanism: The IQAC operates as per a formal SDUAHER IQAC Policy document, outlining its purpose, scope, strategies, functions, composition, roles and responsibilities of the Coordinator/Director and members, along with meeting frequency and documentation processes.

Guided by the belief that "Quality is a choice," SDUAHER's IQAC remains committed to enabling better institutional choices and driving continuous academic and administrative excellence.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://sduaher.ac.in/storage/1789534274.1015AThestructureandmechanismforInternalQualityAssurancePOLICY.TACN.pdf

Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://sduaher.ac.in/storage/1789534274.0958BReportonthequalityinitiativesoftheIQAC.8JuP.pdf
Minutes of the IQAC meetings for the year	https://sduaher.ac.in/storage/1789534274.0878CMinutesoftheIQACmeetingsfortheyear.WP7R.pdf
Any other relevant information	
6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)	A. All of the Above
File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	https://sduaher.ac.in/storage/1789534629.6339AReportcertificateoftheQualityAssuranceInitiatives.B8il.pdf
Data template including documents/certificates relating to options 1 to 6 above	https://sduaher.ac.in//storage/6_5_2_B_Data_Template_2024_25.xlsx
Any other relevant information	

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

AQAR 2023-24 was submitted on 28 Dec 2024 and approved by NAAC on 15 Jan 2025 — the institution's fourth consecutive approved AQAR, showing a maturing, repeatable process. Some criteria (CO-PO documents, admission data, health-centre agreement renewals) were chased late in the cycle, indicating documentation discipline is still reactive in places rather than continuous. **Impact: High** — objective met cleanly.

NAAC Reassessment: The IIQA filing for what was flagged as the institution's final reassessment window was initially **unsuccessful** due to portal-level criteria concerns, requiring a formal appeal to NAAC to reopen submission — a setback against the 31 Jan 2025 deadline. Positively, 2022 peer-team recommendations and AAA report findings were built into the reassessment plan. **Impact: At risk** — this is the year's biggest open threat to accreditation continuity.

Capacity-Building: Induction sessions for new staff and sensitization for criterion conveners were only proposed in Jan 2025 — a leading indicator to track, not yet a completed intervention.

SDG Implementation: The broad "17 goals" framework was narrowed to a concrete initiative — adopting villages in the Antara Ganga Mountain area around SDG 3 (health) and SDG 6 (water/sanitation), with governance roles and monitoring plans defined. As of

Jan 2025, it was still at the permission-seeking stage (District Collector approval pending). **Impact: Emerging**, no outcome data yet.

NIRF Strategy: A multi-pronged plan (digital visibility, publications/patents, PhD-qualified faculty ratio, dual-degree partnerships, incubation centre, PhD stipend increases) was benchmarked against specific score targets (graduate outcomes >60, research ≥10, outreach ~70). No score movement was reported by Q4. **Impact: Well-strategized, outcome pending.**

NABH: All three blood bank non-conformities were closed, resulting in actual certificate issuance — supported by BLS, fire safety, and vascular care training drives. **Impact: High** — the clearest verified outcome in the record.

NABL/ISO 15189:2022: Staff training completed ahead of the April 2025 transitional assessment and Feb 2025 reapplication deadline — well-sequenced, but success unconfirmed until the assessment occurs.

Research & Innovation: Monthly R&I activities continued, but the incubation centre remained unstarted across multiple cycles, showing steady intent without material progress.

Summary Table

Initiative	Status	Impact
AQAR 2023-24	Approved	Strong
NAAC reassessment	Stalled	Weak/at risk
SDG village adoption	Approval pending	Emerging
NIRF strategy	Targets set	Pending
NABH	NCs closed	Strong
NABL	Training done	Pending
R&I/Incubation	Ongoing	Incremental

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://sduaher.ac.in/storage/1789535136.6567AImpactanalysisofthevariousinitiativescarriedout.8dfR.pdf
Any other relevant information	

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities
7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year
A. Curricular activities Gender sensitization talk was conducted for MBBS students during **Foundation course on 18-10-23.**

B. Co-curricular activities

1. **Poster presentation competition on gender sensitization** on 05-07-24.
2. **Adolescent girls' day** on 24-01-2025.
3. **International women's day** on 08-03-2025.
4. **Mother's Day** was celebrated on 12-05-2025.
5. **Self-defense** was demonstrated on 28-06-2025

Facilities for women on campus

a. **Safety and security:** Women's hostels are fenced with, round the clock with well-trained women security staff. CCTV cameras are installed in the campus to ensure the safety of students and staff.

b. **Counselling:** Professional counsellor is available to address the issues of students. Grievance redressal and Internal Complaints Committees is in place to provide protection against sexual harassment of women at workplace.

c. **Common rooms:** A well-furnished lounge with rest room and locker facility is available for female students.

d. **Day care center for young children:** Crèche facility with caring staff members is available for children of the staff members.

File Description	Documents
Annual gender sensitization action plan	https://sduaher.ac.in/storage/1783156748.6601AAnnualgendersensitizationactionplan.oNzJ.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c.	https://sduaher.ac.in/storage/1783156748.7486BSpecificfacilitiesprovidedforwomen.UtNA.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 3 of the Above

File Description	Documents
Geotagged Photographs	https://sduaher.ac.in/AQAR-2024-25-7.1.2-Photographs.html
Any other relevant information	https://sduaher.ac.in/storage/1783145482.0699B.Anyotherrelevantinformation.neHO.pdf
Data template in prescribed format	https://sduaher.ac.in//storage/7_1_2_C_Data_template_in_prescribed_format_2024_25.xlsx

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

1. Solid waste management:

Solid waste from the campus is collected and segregated into degradable and non-degradable wastes.

Transport and disposal of non-degradable solid waste are outsourced for safe disposal.

b. Liquid waste management:

Sewage Treatment Plant with 3 lakhs liters and Effluent Treatment Plant with 2 lakhs liters recycling capacity is available in the campus.
The recycled water used to irrigate trees and construction work.
Karnataka state pollution control board has issued consent for operation of water treatment plant valid till 30-06-2026.

c.Biomedical waste management:

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

d. E-waste management:

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

e. Hazardous chemicals and Radioactive waste management:

Karnataka state Pollution control board has issued authorization for generation, collection reception and disposal of hazardous waste valid till 30-06-2026.
Radio-active waste is outsourced to Kirloskartheratronics as per AERB guidelines via Ref N0:KT/00018.
Radiation levels in Radiology department are monitored and certified to be within permissible limits by AERB.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://sduaher.ac.in/storage/1783148354.9593A.MoUswithGovernmentandotherapprovedagencies.Qok7.pdf
Geotagged photographs of the facilities	https://sduaher.ac.in/AQAR-2024-25-7-1-3-Photographs.html
Any other relevant information	
7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or All of the above
File Description	**Documents**
Geotagged photographs / videos of the facilities	https://sduaher.ac.in/AQAR-2024-25-7-1-4-Photographs.html

Any other relevant information	https://sduaher.ac.in/storage/1783148649.6546BAnyadditionalinformation.lLdY.pdf
7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants	A. All of the Above
File Description	Documents
Geotagged photos / videos of the facilities	https://sduaher.ac.in/storage/1783149597.8453AGeotaggedphotos.Q3SF.pdf
Relevant documents / reports	https://sduaher.ac.in/storage/1783149597.8108BRelevantdocuments.Y0pn.pdf
Any other relevant documents	https://sduaher.ac.in//storage/7_1_5_C_Data_template_2024_25.xlsx
Data template in prescribed format	
7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives	C. Any 3 of the Above
File Description	Documents
Audit reports of the institution related to the metric Data template	https://sduaher.ac.in/storage/1783149770.0611AAuditreportsoftheinstitution.kwWl.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783149770.0317BAnyotherrelevantinformation.Naz9.pdf
7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above

File Description	Documents
Geotagged photographs / videos of the facilities	https://sduaher.ac.in/AQAR-2024-25-7-1-7-Geotagged-photos.html
Relevant documents / reports	https://sduaher.ac.in/storage/1783158497.871BRelevantdocuments1.fQKl.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783158497.864CAnyotherrelevantinformation1.Z42C.pdf
Data Template	https://sduaher.ac.in//storage/7_1_7_D_Data_Template_2024_25.xlsx

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

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

1. Cultural & sports: The Academy conducted various cultural and sports events. The broad areas include workshops and competitions for music and dance. Different sports meets were organized within the institute for staff and students. Students participated in various intercollege competitions and won prizes.
2. Festivals: The Academy celebrated Navaratri, Onam , Christmas and Sankranti.
3. Activities towards peace and tolerance are conducted with the aim of promoting physical fitness and mental peace among students and faculty. Our Academy celebrated International Yoga Day, conducting workshop on yoga for health, adolescent mental health challenges & strate yogansana, yoga protocol training. The Academy conducted World mental health day & World meditation day to create awareness among the stakeholders about the importance of mental wellbeing.
4. Language classes: English and Kannada to overcome language barriers.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://sduaher.ac.in/storage/1783155683.3005ASupportingdocumentsonculturalregionallinguistic_compressed.kfh0.pdf
Any other relevant information	

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

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

1. National responsibilities: Our Academy is committed to instilling and exhibiting patriotism. Independence Day, Kannada Rajyothsava Day & Republic Day were celebrated.
2. Constitutional Classes- The Academy conducted constitutional classes for students
3. Human Values, Rights & Duties of citizen: Academy observed World Population Day, Democracy day, Swacht Bharath activities, Constitution day, National Youth Day

International mother language Day to inculcate human values & social responsibilities.

4. Right to Equality & Freedom, Protection Against Exploitation And Constitutional Remedies: Gender sensitisation programmes were held to educate on the importance of equal oppurtunity. Equal opportunity cell, Disability support, Advisory & advocacy Committee, Prevention of sexual harassement, Internal complaints committee Grievance Redressal Cell, Anti-Ragging Committee are functional.
5. Environmental Preservation- Academy observed World Environment Day, Vanamahotsava week, Meri Mati, Meri Desh, Swatch Bharath activities & plant 4 mother activities. Academy conducts environmental study classes for students. Policies are drafted for Green campus and plastic restriction.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://sduaher.ac.in/storage/1783155683.4468ASensitizationofstudentsandemployeesoftheInstitution_compressed1.GIgu.pdf
Any other relevant information	

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

File Description	Documents
Weblink of the code of conduct	https://sduaher.ac.in/storage/1783156162.7541ADetailsofthemonitoringcommitteeofthecodeofconduct.Gf7e.pdf
Details of the monitoring committee of the code of conduct	https://sduaher.ac.in/storage/1783156162.6914BDetailsofPrograms.erl8.pdf
Details of Programs on professional ethics and awareness programs organized during the year	https://sduaher.ac.in/storage/1783156162.6914BDetailsofPrograms.erl8.pdf
Any other relevant information	https://sduaher.ac.in/storage/1783156162.7567CAnyotherrelevantinformation.Jm8m.pdf

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

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

The following health events were organized by various departments:

1. Pre-eclampsia Day

2. World Blood Donor Day
3. International Yoga Day
4. World Vitiligo Day
5. International day against drug abuse & Illicit trafficking
6. ORS Day
7. World Breast feeding week
8. Eye donation fortnight
9. World Suicide prevention Day
10. World Alzheimer's Day
11. National nutrition month
12. Rabies Day & World First-Aid Day
13. World Heart Day
14. World Mental Health Day
15. World Food Day
16. World Psoriasis Day
17. National Ayurveda Day
18. World Diabetes Day
19. World Physiotherapy Day
20. World COPD Day
21. World AIDS Day
22. International Day of People with Disabilities
23. World Leprosy Day
24. International Day of Epilepsy
25. World cancer Day
26. World hearing Day
27. World glaucoma week
28. World Optometry day
29. World Tuberculosis Day
30. World health Day
31. World Autism awareness Day
32. World No Tobacco Day

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

File Description	Documents
Annual report of the celebrations and commemorative events for the year	https://sduaher.ac.in/storage/1783157020.2241AAnnualreportofthecelebrations_compressed1.TsYy.pdf
Geotagged photographs of some of the events	https://sduaher.ac.in/AQAR-2024-25-7-1-11-photographs.html
Any other relevant information	

7.2 - Best Practices

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

Best Practice 1 :

"Community Outreach Activities: A Commitment to Rural Health & Community Well-Being"

Objectives of the Practice

To integrate community-based learning into the nursing curriculum.
To foster a sense of rural services among the nursing students.
To provide continuous and accessible health screening and education to underserved rural communities

The Context

In view of high disease burden in the Kolar rural population, nursing college started community outreach activities.

The Practice

Mass health education sessions covering hygiene, nutrition, communicable and non-communicable diseases.
Health camps and mobile clinics to offer basic screening and treatment. Referrals to Parent hospitals and specialty clinics

Evidence of Success

Regular engagement in villages, resulting in improved health awareness among the rural population.
Enhanced student learning outcomes, particularly in public health nursing, communication, leadership, and community engagement.

Problems Encountered:

Logistical challenges such as transportation, language barriers, and inclement weather.
Balancing academic schedules with fieldwork commitments for students.

Resources Required:

Human Resources

Best Practice 2:

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

Objectives of the Practice

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

3. The Context

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

4. The Practice

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

5. Evidence of Success

a. DHR- ICMR funded project for Rs. 19,10,000/-)
b. Two PhD studies on human subjects
c. Seven MD PG dissertations in progress, 2 MD PG Dissertations completed
d. Public awareness

File Description	Documents

Best practices in the Institutional web site	https://sduaher.ac.in/storage/1786599678.55897.2.1Bestpractices1_2intheInstitutionalwebsite.isou.pdf
Any other relevant information	

7.3 - Institutional Distinctiveness

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

In alignment with Sustainable Development Goal (SDG) Target 3.1 – reducing the global maternal mortality ratio – Sri Devaraj Urs Academy of Higher Education and Research has undertaken a distinctive initiative to strengthen maternal healthcare in its surrounding communities. The institution has proactively trained Accredited Social Health Activists (ASHAs) to identify high-risk pregnant mothers in rural and underserved areas. These ASHAs are equipped to recognize early warning signs and promptly refer expectant mothers to R.L. Jalappa Hospital, the teaching hospital of the institution.

Academy provides completely free institutional delivery services and comprehensive newborn care at R.L. Jalappa Hospital, irrespective of the patient's socio-economic status. This includes free diagnostics, medications, safe delivery (including cesarean if required), and postnatal care for both mother and child.

RLJH being the tertiary care Centre, which deals with exceptional management of all high risk cases like pre-eclampsia, antepartum eclampsia, abruption placenta ,placenta previa, Postpartum hemorrhage etc with multidisciplinary approach of all specialities

SDUAHER's Contribution to SDG 3.2: Reducing Infant Mortality and Morbidity focuses on ending preventable deaths of newborns and children under five, with special attention to neonatal health & Retinopathy of Prematurity (ROP) screening and free quality care.

Key Interventions at RLJH:

- Free and Quality Neonatal Services
- Round-the-clock neonatal care including NICU support
- Free immunization, monitoring, and follow-up care
- Early Screening for Retinopathy of Prematurity (ROP)
- Timely diagnosis and referral to prevent irreversible blindness

File Description	Documents
Appropriate web in the Institutional website	https://sduaher.ac.in/storage/1786599447.235673.3InstitutionalDistinctiveness.lubw.pdf
Any other relevant information	

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

Plan for SDUAHER as a Multidisciplinary Education and Research University

1. New Academic Initiatives: Establish Schools of Management, Law, Basic Sciences, and an Institute of Speech Pathology and Audiology.
2. Establishment of R L J College of pharmacy
3. Inclusion of Sri Devaraj Urs College of Nursing under the ambit of SDUAHER.

4. Research and Innovation:
Boost research publications in high-impact journals by 5%.
Strengthen the incubation center with two healthcare industry start-ups annually.
Secure five clinical trials from the healthcare industry.
Collaborate with two advanced research centers for resource sharing and projects.
Initiate 10 intra-campus and 2 inter-campus interdisciplinary research projects.
Obtain funding for at least five extramural research projects.
Recognize 10% of faculty for awards and achievements with incentives.

5. Infrastructure & IT Enhancements:
Achieve 100% campus Wi-Fi and IBS connectivity. Implement comprehensive ERP and EMR systems.
Provide two additional mobile health units for rural outreach.
Upgrade infrastructure, including auditoriums, classrooms, and hostel software.

6. Governance Improvements:
Implement E-governance for decentralization. Achieve 100% financial compliance.
Conduct leadership and faculty development training, aiming for 90% participation.

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