



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**DR. S. R. CHANDRASEKHAR INSTITUTE OF SPEECH  
AND HEARING**

DR S R CHANDRASEKHAR INSTITUTE OF SPEECH AND HEARING\ HENNUR  
MAIN ROAD LINGARAJAPURAM BANGALORE 560084

560084

[www.speechear.org](http://www.speechear.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dr. S. R. Chandrasekhar Institute of Speech and Hearing was established in 1977, under the aegis of Bangalore Speech and Hearing Trust, with the focus on providing affordable clinical services to the people of Bangalore and adjoining rural areas. The objectives of the Institute are to impart clinical and professional training, cater to the needs of those with communication disorders, conduct research, educate, and empower the public through awareness initiatives related to communication disorders.

Our progress over the years have grown in leaps and bounds. The Institute began solely as a clinical facility, and is now a three-storey structure. In the words of our Patron-in Chief and Founder, Late Dr. S. R. Chandrasekhar- “Over the past four decades we have grown from an acorn to oak”.

The Institute offered its first undergraduate program (B.Sc. Speech and Hearing) in 1993 and has now grown as a multi-level training institute conducting both short and long-term courses in Sign language, D.SE (HI), B.Ed. (HI), BSLPA, PGDAVT, MASLP, M.Sc. (Speech Language Pathology), M.Sc. (Audiology) and Ph.D. in Speech and Hearing. It also offers fellowships in Speech and Swallowing Rehabilitation in Head and Neck Cancer, Clinical Audiology, CI Technology and Re/Habilitation. The college was earlier affiliated to Bangalore University. Currently, all the courses are affiliated to Bengaluru North University and are recognised by the Rehabilitation Council of India (RCI).

The Institute has proven to be advantageous in terms of accessibility for patients from both urban and rural areas of Bengaluru. The extensive outreach programs conducted ensure penetration of services even to remote areas in and around the state.

It is equipped with state-of-the-art infrastructure and instrumentation enabling evidence based best practices in service delivery and research. It encourages the acquisition of new skills by the staff through refresher courses, seminars, conferences, and hands-on training. Apart from core curriculum, emphasis is given for student extracurricular activities where there is a myriad of avenues to showcase their talents. This commitment to quality has led to us being recognized among the speech and hearing fraternity nationally and internationally.

### Vision

*A world without activity limitations for person with communication disorders*

### Mission

To work towards achieving the vision by:

- Developing a need felt world class human resources.
- Research that ensures human rights.
- Developing clinical services that promote equal opportunities at affordable cost.

- **Developing cutting edge science and technology to achieve our vision.**
- **Initiating Preventive and Pre-emptive action to avoid conditions leading to disabilities.**
- **Developing programmes in a whole life perspective and reducing the burden of family members of people with communication disorders**
- **Creating and providing infrastructure, laboratory, library, and related facilities as stipulated by university and statutory bodies.**

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- **Inclusiveness and Diversity:** We have staff and students from various communities and socio-economic statuses. Opportunities are provided for the disabled and non-disabled populations to collaboratively work and support each other. Services are offered at a lower rate to BPL card holders and promote UNCRPD by employing persons with disabilities.
- **Fellowship Programs:** The expertise of our senior faculty is disseminated by running specialised short-term fellowship programs.
- **Professional Development Programs:** It conducts various seminars, workshops, and conferences which upgrade the skills of the staff and students.
- **Expert Series Talk:** Lectures are conducted by renowned speakers from a range of fields outside our own.
- **Externship Centre:** Interns from various disciplines (engineering, medical, speech and hearing, psychology,) are provided postings across our departments as part of their curriculum. In addition, institutional tours to other rehabilitation professionals and students to learn about the Institute's functioning and facilities.
- **Caseload:** The Institute caters to a diverse clinical caseload ranging from neonates to geriatrics. Some of our specialities include new-born hearing screening, dispensing of free hearing aids to the underprivileged, disability certification, vestibular evaluation and rehabilitation, head and neck cancer rehabilitation, feeding assessment and rehabilitation, vocal care to professional voice users, school-entry level screening, hospital tie-ups and government empanelled centre for pre and post Cochlear Implantation.

- **Multi-disciplinary services:** Our services encompass specialized units for speech, hearing, language, swallowing, psychology, sign language, and physiotherapy.
- **Tele-practice-** We offer teleservices for assessment and treatment.
- **Outreach Activities:** We conduct regular speech and hearing camps across various remote areas within and outside the state. The Institute has a mobile bus equipped with state-of-the-art screening instruments for people who do not have easy access to avail our services.
- **Accessibility:** It is equipped with portable ramps, tactile flooring, implementation of rails, lifts and toilets for the disabled.
- **Empowering the mothers of children with HI:** Intensive training is provided to the mothers of children with Hearing impairment which equip their wards to become better communicators.
- **Sign Language:** Courses are provided to in-house students as well as students in mainstream colleges.

### **Institutional Weakness**

- Inability to accommodate infrastructural requirements of our ever-expanding society
- Non-retention of technical and non-technical staff
- The paucity of alumni involvement
- Lack of policies regarding staff recruitment and establishment

### **Institutional Opportunity**

- Quality system getting certified by national and international agencies
- To expand the physical amenities
- To explore exchange programs for faculty and students
- Collaboration with other institutions and research centres at national and international levels

## **Institutional Challenge**

- Research and publications
- To organize parent-teacher meetings
- To sustain mentor-mentee relationship
- Digitising/ computerising clinical, academic and employee records
- Sustainability of waste management systems
- To bolster IQAC functioning and support

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Dr. S R Chandrasekhar Institute of Speech and Hearing offers 1 Undergraduate program and 2 Postgraduate programs along with a Post Graduate Diploma and Diploma in Special education.

The curriculum is designed by the affiliated university in line with the RCI guidelines with inputs from Subject experts. The UG curriculum focuses on nurturing students to become efficient professionals. Relevant and evidence-based topics strengthen their knowledge base. Training and refining of Students' clinical skills are systematized using well-designed lesson plans incorporating diverse settings and age groups. A platform is provided for students to take part in case-based studies, Journal clubs, Research projects, Internships, and extracurricular activities to develop their specific attributes. The PG curriculum provides extensive and in-depth knowledge of topics with a special emphasis on hands-on training. Outgoing students have a global mindset, employability competencies, a value centred viewpoint and social responsibility.

Value-added courses/ Add on courses bring in the required transition from theory to practice. Experts from diverse fields provide exposure to the current global scenario that widens the world view of students. Introductory courses in Kannada and Sign Language equip the entry-level UG students with superior communication abilities in the clinical setting. Field trips organized every semester lead to a thorough understanding of how diverse clinical setups operate.

The curriculum development committee meets at the beginning of the semester to map out the plan for efficient delivery of curriculum and to also enhance its calibre. A rigorous process of monitoring is in place and based on the inputs of BOS members, external examiners and Industry experts, improvements are brought in. In addition, the principal oversees the delivery of the syllabus once a month and necessary actions based on the feedback of students as well as faculty are incorporated. To expand the breadth of our curriculum, in line with worldwide norms and practises, brainstorming sessions with prominent academics are organised. Student and faculty feedback is collected every year and after analysis, changes are brought in wherever feasible.

### **Teaching-learning and Evaluation**

The Institute offers a seamless and streamlined admission process via a dedicated admission cell which acts as a liaison between students and University. The admission process is systematic, transparent and complies with the regulatory guidelines of the Bengaluru North University. The institute takes pride in having a diverse student-intake profile. Students from all regions of the country and even neighbouring countries enrol in various courses offered by the Institute. Announcements regarding admissions is routinely published in

prospectus, college website and social media platforms. Upon completion of admission process, the Institute organises a 1-day Induction, where prospective students and their parents are given orientation on academic and clinic ethos. The teaching-learning-evaluation schedule is planned as per directives issued by the University with strict adherence to the calendar of events. Subject action plans are made based on the Lecture-Tutorial-Practice model. The teaching-learning process incorporates experimental learning and student-centred learning using advanced ICT facilities. The varied teaching methods incorporated involve didactic lectures, hands-on training etc. Institute periodically conducts Conferences, Seminars, workshops and invited lectures by eminent researchers. These talks are conducted with due recognition from the Rehabilitation Council of India, vide attending these events students get an opportunity to interact with experts. Students are encouraged to carry out research under the able guidance of faculty and are facilitated to present their research in national and international platforms. Their learning experience is further augmented by field visits /educational trips. Both formative and summative assessment of students are utilised to evaluate their performance. Students are awarded Internal marks based on fixed benchmarks such as attendance, clinical acumen, classroom performance, practical records etc. Continuous Interval Evaluations are held periodically, and students' performance is monitored effectively based on which, remedial support is provided if needed. A student-friendly standard operating protocol is in place to guide students on procedures to apply for leaves. The Institute has 29 full-time faculty. Out of which 7 have PhD and 4 other staff are pursuing PhD. The Institute ensures periodic academic audits and pedagogical training to faculty. Outcomes of the audit are discussed with faculty and measures to upskill teaching strategies are constantly being explored into.

### **Research, Innovations and Extension**

The professional growth of its faculty is highly valued by Dr. S. R. Chandrasekhar Institute of Speech and Hearing, which encourages initiatives in this area. Professors are regarded as mentors for PhD students. Four faculty members are currently pursuing their doctoral studies. The institute's faculty members are encouraged to present their research findings in national and international venues. To attend seminars or conferences, our institute's faculty members have received internal and foreign travel funds. Faculty members are also given incentives for publishing their findings.

Research projects have been funded by the institution as well as other organisations. On topics like intellectual property rights, research methodology, clinical practices, and research writing, the institution hosted 72 workshops or seminars. While some of these seminars are taught by in-house professors, others are taught by subject experts. To improve the quality of research, our institute's Institutional Ethical Committee and Research Technical Committee carefully review research proposals. All faculty or students must acquire approval from these committees before moving forward with a research project.

The institute's administration values extension services highly. The organization has a separate outreach unit for providing extension services. Using the mobile bus and a dedicated crew, the team was able to guarantee service penetration to remote areas. Throughout the years, NSS volunteers have taken an active part in a range of outreach programmes. Outside students can receive specialised training from the institute in the field of rehabilitation sciences. There are memorandums of understanding in place with Bangalore's major public hospitals as well as research institutions and centres.

## **Infrastructure and Learning Resources**

Dr. S. R. Chandrashekhkar Institute of Speech and Hearing offers a suitable infrastructure for teaching, research, and other needed services. A variety of beneficial teaching and learning resources are made available as stipulated by the Rehabilitation Council of India. The Institute consists of 10 ICT-equipped classrooms on the third floor of the building, totalling to 2428.11sq.mts (0.6 acres).

The infrastructure includes a seminar hall, auditorium, gym and a multipurpose hall for all the academic and extracurricular activities. Annual budgetary allocations are provided for the upkeep and renewal of physical facilities in order to guarantee their continuous availability.

The institution has 2 laboratories and specialized units to provide clinical training to the students and to address the needs of the differently abled. Additional services are provided in the Department of Psychology, Physiotherapy unit, Mothers Training Centre and Sign Language Unit to cater to the overall rehabilitation of individuals with disabilities. Mobile bus is used to conduct screening of communication disorders in remote areas in and around the state. A total of 20561 individuals have been screened for speech and hearing disorders in the past five years (2017-21) for free of cost.

Our well-equipped library has a collection of more than 3049 volumes. It includes voluminous stock section, reference section, and personal study area. Online journals, e-books, project reports, technical publications, and books are accessible in these sections. Platforms such as N-List and Thieme are made accessible to the staff and students of the institute to stay updated with the current advancements in the field.

Facilities such as biometric devices for staff and student attendance, CCTV Cameras, lift, canteen and a snack point, hostels (boys and girls), fire alarm, signage and tactile-embedded walkways, high-speed internet browsing facility are in place for the smooth functioning of the institute. Standard operating procedures are followed for procurement, maintenance and replacement of Equipment and amenities.

## **Student Support and Progression**

The Institute provides government and non-government scholarships including SIR Dorabji TATA trust, Tata Education and trust Scholarship and National scholarship to all eligible students. The institute also offers specific support facilities including deferred payment availability to students who belong to lower socio-economic status.

Various capacity-building activities such as expert talks on soft skill training, personality and professional development, language and communication skill development are organized that support and fine tune the students' life skills.

Majority of our students are placed across renowned clinical set-ups and institutes nationally and internationally. Several alumni are successful entrepreneurs. The course instantaneously provides opportunities abroad; therefore our students have appeared and qualified in the competitive examinations including IELTS. Those inclined for an academic career have taken up master' studies/and few have taken up faculty positions in foreign universities. Doctoral thesis work in Indian and International Universities.

The college strongly supports extracurricular activities including sports and cultural activities. Our students have participated in various intercollegiate events and have bagged a good number of prizes for the same.

The institute has a student's association, 'Students Association of Speech Hearing' (SASH). They stand as the backbone behind setting up fun-filled activities and conducting events in college. Ten student council members act as conduits between the students and the authorities and ensure a trouble-free environment for the students. Furthermore, all the students are divided into 4 clubs, namely Social, Nature, Art and Culture. They also serve as student representatives within various committees under the IQAC.

The Alumni association of Dr S Chandrasekhar Institute of Speech and Hearing. was framed on 12/09/2016 under the Karnataka Society Act 1960. Efforts are on to involve the alumni in the college activities in a more productive manner.

### **Governance, Leadership and Management**

The Institute has a clearly defined vision and Mission which is instrumental in shaping the growth and functioning of the institute in the last four decades. Core values were laid down by its founder, Dr S. R. Chandrasekhar, in a stated vision of striving for a world without activity limitations for individuals with communication disabilities.

The Institute is governed and regulated in a hierarchical management system which consists of the Management Committee formed out of Trust members who govern the overall functioning of all units of the Bangalore Speech and Hearing Trust, advisory bodies such as governing body, advisory board, Principal, Head of Departments and IQAC.

Academic Programs are conducted in compliance with BNU regulations as well as the regulatory body for audiology and speech language pathology, namely the Rehabilitation Council of India (RCI).

The Institute offers many welfare schemes to its employees (both teaching and non-teaching). Professional development and training programs are held regularly and the staff are also provided with financial support to attend conferences/workshops which thereby empower the faculty members. Performance appraisal is carried out for all staff annually. Academic audits to evaluate teaching faculty are conducted by subject experts from the field. The reports are then handed over to the Principal/IQAC Chairperson in confidence.

The Institute generates revenue through Clinical Services, Research Grants, CSR Grants, Individual Donations and through Interest and Dividends. Annual expenditure and income plans are charted by the Management Committee Members and approved by the Board of Trustees. Capital expenses are planned in advance with discussion and agreement of all board members during their quarterly meetings. Being a public trust not-for-profit NGO, all financials are regularly audited by a reputable registered auditing firm.

The Institute has established the Internal Quality Assurance Cell as per NAAC recommendations and guidelines.

In summary, the Institute has an adept administrative system in place for the overall functioning of the organization.



## **Institutional Values and Best Practices**

All staff and students are expected to adhere to a professional code of conduct and practice ethically. Programs are conducted to sensitize students and staff to gender equity and sexual harassment in the workplace. The Institute is sensitive to the current needs of the environment. Steps have been taken to ensure minimal energy wastage. We are equipped with solar energy and LED bulbs, our well-organized waste management system ensures that the biomedical waste generated is disposed of appropriately. Awareness about the environment is created in students and staff through expert series. Around 19 talks, 96 events and 14 activities have been organized across Institutional values and best practices. Apart from the above-mentioned activities, an open well also exists for rainwater harvesting, and the campus greenery is maintained through frequent landscaping. The majority of our patients are physically challenged, the campus has been constructed to be a Divyangjan-friendly environment with washrooms, tactile paths, ramps, rails, and elevators for easy access, and wheelchairs are provided. Other than providing multidisciplinary services to our patients we even make an effort to connect with the parents and caregivers. Parent Support Network is a support group that has been established to connect parents who are facing similar challenges dealing with disability issues and at the same time provide them with an opportunity to gain skills that will help support their children. The importance of early identification and intervention, in regard to hearing, is something that has been stressed on time and again by our Institute. In keeping with this belief, Neonatal Hearing Screening is provided by us free of charge at government hospitals.

## **Allied Health Sciences Part**

Dr. S. R. Chandrasekhar Institute of Speech and Hearing (Dr. SRCISH) has significantly contributed to the field's growing number of highly skilled experts through its Bachelor, Masters, and PhD programmes in Audiology and Speech Language Pathology, the institute. In addition, the Institute also offers Fellowship and Diploma programmes. So far, more than 1200 students have received training at the Institute. The institute has been accredited by the Rehabilitation Council of India and the National Accreditation and Assessment Council. For more than 40 years, the Dr. S. R. Chandrasekhar Institute of Speech and Hearing (Dr. SRCISH) has offered treatment to people with communication disorders. The institute has advanced facilities for clinical training and practice. One of the defining characteristics is the guarantee of service to everyone, including the less privileged. In order to identify people with communication difficulties both inside and outside of Karnataka, the institute organised a number of awareness activities and camps. Additionally, concessions are provided for patients who are students, low-income individuals, and senior citizens.?? The institution has partnered with hospitals for the ADIP and RBSK scheme, giving assessments for cochlear implant surgery and the post auditory verbal treatment, with the goal of rehabilitating children with hearing impairment. The Institute strives to develop programmes that provide the best clinical exposure for students along with cost-effective quality services that reduce the burden on family members of people with communication disorders.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. S. R. CHANDRASEKHAR INSTITUTE OF SPEECH AND HEARING
Address	Dr S R Chandrasekhar Institute of Speech and Hearing\ Hennur Main Road Lingarajapuram Bangalore 560084
City	Bengaluru
State	Karnataka
Pin	560084
Website	<a href="http://www.speechear.org">www.speechear.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rashmi J Bhat	080-25460405	9448363467	-	drsrc.rashmi@speechear.org
IQAC / CIQA coordinator	Sneha Mareen Varghese	080-25470037	9019676030	-	drsrc.sneha@speechear.org

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
Date of establishment of the college		01-01-1993		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Karnataka	Bengaluru North University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	20-01-2017	<a href="#">View Document</a>		
12B of UGC	20-01-2017	<a href="#">View Document</a>		
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
RCI	<a href="#">View Document</a>	22-11-2022	60	Latest Approval received for conducting BASLP course

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Dr S R Chandrasekhar Institute of Speech and Hearing\ Hennur Main Road Lingarajapuram Bangalore 560084	Urban	0.9	67820

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BASLP, Department Of Hearing Studies And Speech Language Studies	46	PUC or equivalent	English	40	31
PG	MSc, Department Of Hearing Studies	24	BASLP or Equivalent	English	12	11
PG	MSc, Department Of Speech Language Studies	24	BASLP or Equivalent	English	12	11
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Hearing Studies	12	BASLP or equivalent	English	10	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				5				11			
Recruited	0	4	0	4	1	4	0	5	3	8	0	11
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				24				0			
Recruited	1	1	0	2	5	19	0	24	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				49
Recruited	22	27	0	49
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	4	0	0	1	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	3	0	3	8	0	15
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	3	10	0	0	0	0	14
UG	0	1	0	2	6	0	0	0	0	9

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b> </b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0



<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6	30	3	0	39
	Female	46	70	4	0	120
	Others	0	0	0	0	0
PG	Male	1	11	0	0	12
	Female	12	37	0	0	49
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	6	5	4
	Female	2	4	2	3
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	4	6	5	6
	Others	0	0	0	0
OBC	Male	17	30	29	20
	Female	26	25	25	23
	Others	0	0	0	0
General	Male	38	32	32	39
	Female	160	162	156	150
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>251</b>	<b>266</b>	<b>255</b>	<b>245</b>

<b>General Facilities</b>	
<b>Campus Type: Dr S R Chandrasekhar Institute of Speech and Hearing\ Hennur Main Road Lingarajapuram Bangalore 560084</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>No</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>No</b>

• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>No</b>
* Ambulance facility	<b>No</b>
* Emergency care facility	<b>No</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>1</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>0</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>No</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>No</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>NA</b>

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	8
* Girls's hostel	1	40
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As the regulatory body, RCI sets the guidelines for the courses on speech and hearing RCI has yet to include NEP in this course. As a result, NEP readiness is limited.
2. Academic bank of credits (ABC):	Since the course curriculum development is from RCI, and as the regulatory body has not taken a decision on the institution of NEP for the Speech and Hearing based academic programs, there is no provision for establishing ABC.RCI establishes the institute's curriculum. RCI has yet to include NEP in this course. As a result, NEP readiness is limited.
3. Skill development:	The 4-year cUG course BASLP and specialized master's programs, M.Sc Audiology and M.Sc Speech-Language Pathology are already oriented towards skill development with hands-on training in the clinics for almost 50% of the academic program, additional skill training is not implemented as of now. However, Value added courses add on to existing knowledge and transfer skills from theory to practice.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Local language Kannada is taught to non Kannadiga students to improve their communication skills for daily life. One paper on Culture and Diversity is studied by the third-semester UG students that is mandated by University. The Diploma in Special Education students, if required are exposed to coursework in the local language.
5. Focus on Outcome based education (OBE):	the curriculum is geared towards getting students at both UG and PG to be on par with current trends in technology and techniques to handle individuals with

	speech, language, hearing and swallowing difficulties, thus making them ready to join the workforce in India and across the world once they graduate.
6. Distance education/online education:	Online education was adopted during COVID-19, but as this course has both theory and practicals, hands-on training and face-to-face education are preferred.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
222	245	255	266	251
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

##### Number of outgoing / final year students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
77	39	85	86	84
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

##### Number of first year Students admitted year-wise in last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
53	82	81	91	95
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

##### Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	29	21	19	17
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

### Number of sanctioned posts year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	29	21	19	17
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
141.2	131.73	165.83	131.41	130.87
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.**

**Response:**

The institution follows the curriculum set by the Rehabilitation Council of India duly approved by Bangalore University as well as Bengaluru North University for both UG and PG courses. As per the university calendar of 14+2 weeks, subjects are distributed across 6 semesters for UG and 4 semesters for PG. The course places equal emphasis on theoretical and clinical exposure. Depending on the semester of study, an 8-hour day calendar is divided into 4 hours of theory classes and 4 hours of practical/clinical work, either assessment or rehabilitation. The Principal conducts meetings with the Heads of departments and senior faculty to discuss the delivery of curriculum for the respective semesters for UG and PG classes at least two weeks before the semesters begins. Subjects are distributed based on the interest/specialization of the faculty.

Experienced senior faculty introduce the core subjects for the first semester UG in addition to observation of clinical assessments and therapy procedures as practical's under the supervision of clinical faculty. From the second year of UG, students undertake clinical/practical work under supervision and can independently handle clients by the time they enter the mandatory internship of one year at the end of third year of studies. The PG students carry out an independent Dissertation as a part of the curriculum in the second year.

Field trips for each year are planned as per syllabus. This helps in students getting live demonstrations, working model and clinical setup of different setups that help further their education.

Clinical conferences are held to give exposure to unusual clinical conditions and ways to deal with them. A weekly Journal club focusing on the most recent research in a specific area of Speech/language /hearing also is organized to instil a thirst for knowledge. The principal evaluates the progress of delivery of the curriculum during the faculty meetings held every month and periodic feedback of the students.

The exam coordinator prepares the timetable for internal assessment tests which are held twice in a semester. The class teacher monitors the overall performance as well as the attendance of the student to bring about timely intervention. Students who fail to reach the necessary benchmarks are given additional chances to improve their performance. Parents receive regular feedback of their wards.

Value added courses are provided to help students put theory into practice by having experts who orient and teach students on practical concepts.

In addition, a minimum of two national level seminar/workshops are organized where industry and academic experts interact with participants providing food for thought and a global perspective.

Once the results are announced by the university, the Exam coordinator analyses the results to get an overall perspective and also to find out any specific subject related issues. Accordingly, modifications if needed are suggested in teaching method, adding more audio-visual resources etc. Further, the library committee meets once a year to carry out stock verification and to list out replacements

as needed. At the beginning of UG and PG programs, list of required books as per the curriculum for the year is prepared post suggestions from faculty on journals and additional books, to replenish the reading resources. Online resources are provided as well as printed for easy access.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

### 1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

**Response: 23.7**

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

**Response: 9.38**

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 45

## 1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 480

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 26.49

## 1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
142	42	44	44	44

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

## 1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The courses run by Dr SRCISH are prescribed by RCI. All of them are professional courses and

involve topics on ethics. For example, in the 6th semester BASLP, professional ethics is covered in the paper titled 'Audiology in Practice'. PGs study this in 4th semester as part of 'SLP in Practice, and 'Audiology in Practice'. Further the University has prescribed the following papers at the UG level, I semester BASLP AECC - EVS, II semester - Indian Constitution, III semester – Culture & Diversity, IV semester – Life skills, V semester – Banking & Finance, VI semester – Computer. The college also organizes Expert series talks once a month on topics to cover the above areas. Talks by alumni also provide the students with current rights also emerging demographic issues and professional ethics followed in India and abroad.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

**Response:** 3

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 3

File Description	Document
List of-value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>

### 1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

**Response:** 23.02

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2021-22	2020-21	2019-20	2018-19	2017-18
142	42	44	44	44

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

**Response:** 21.69

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 36

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:**

1. Students
2. Teachers
3. Employers
4. Alumni
5. Professionals

**Response:** D. Any 2 of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:**

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

**2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 27.33

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	3	4

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	10	10	10	10

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

**2.1.2 Average percentage of seats filled in for the various programmes as against the approved intake**

**Response:** 70.69

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
53	82	81	91	95

## 2.1.2.2 Number of approved seats for the same programme in that year

2021-22	2020-21	2019-20	2018-19	2017-18
99	123	118	113	113

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

**Response:** 44.52

## 2.1.3.1 Number of students admitted from other states year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	29	21	19	17

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 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:**

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers
4. Follows protocol to measure student achievement

**Response:** E. None of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

**2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**

**Response:** 10:1

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

**2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)**

**Response:**

All round development is encouraged in the institute. Although working hours are long( 4 hours of Theory classes and 4 hours of clinical work per day), time is given to build up talents. Students are given opportunity to participate in several platforms to showcase their extracurricular talents such as Talents Day and Sports Day( Inhouse events), University Level Sports and cultural meets, AIISH AWAZ an intercollege National level cultural event held at All India Institute of Speech and Hearing, Mysore and Sports meet by Indian Speech and Hearing Association -Bengaluru Chapter ( ISHA-BC) These are generally organized/mobilised by student leaders. The students have constantly strived to showcase their best efforts because of which they have won several prestigious awards through the years in these events and continue to be avid and passionate contenders.

The Institute premises is equipped with Indoor sports facilities (badminton court, table tennis and Gymnasium ) to promote their physical wellbeing and train for sport competitions (Inhouse as well as Intercollege). One hour on three Thursdays per month is assigned as Co-curricular Activity Hour (CCA). This hour is dedicated to foster interaction among them/ plan for cultural events/ participate in cultural events/participate in bond building and team building activities. The other Thursday is assigned as an Expert Series hour which is dedicated for students to listen and interact with experts from non -core fields (non Speech and Hearing). Some examples of these are “ Yoga for Health and Happiness” and “Body Language-The secret codes of Human Behaviour”

Students also participate in several community welfare initiatives such as National Pulse Polio program, free speech and hearing screening at rural areas, organising donation drives and awareness campaigns for Speech and Hearing disorders. Enabling student participation in these activities will foster a sense of community oriented responsibility. By participating in various awareness activities such as World Hearing Day, World Voice Day, World Brain Injury Day, International Cochlear Implant Awareness Day etc, students get the opportunity to creatively curate Speech and Hearing care awareness materials.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

#### Response:

1& 2

**Experiential and Interdisciplinary Learning:** The Institute believes in purposeful engagement of students by offering direct experience in Interdisciplinary practices related to the curriculum. As part of Internship, students are posted in Psychology Department where they undertake therapy for children with Specific Learning Disability and Behavioural Issues. Internship postings also involve centres with Interdisciplinary practice as a norm. Post Graduate students routinely observe Cochlear Implant Surgeries where they understand the intricacies at the surgical level. Students visit tertiary care hospitals for the same and

receive the opportunity to interact with the cochlear Implant Surgeons. They are also exposed to in person radiological assessment of swallowing (FEES) which is a highly specialised service requiring collaboration between Radiologists and Speech Language Pathologists. The Institute ensures students receive experiential mode of curriculum delivery especially for Interdisciplinary practices which are crucial for Holistic treatment approach. In addition to the above, field visits or educational visits are routinely organised to centres of importance as per their curriculum. Apart from this, the routine and mandated clinical postings, Neonatal Hearing Screening at Tertiary care hospitals and practical classes utilizing Hearing and Speech Labs for each batch is organised in correspondence to their curriculum requirement to ensure transfer of skills from theory to practice.

**3&4. Participatory Learning & Problem Solving Methodologies:** Periodic group discussions, Group assignments, Flip class and Case study based quizzes are incorporated as routine teaching strategies to ensure active participation of all students where they are trained to offer possible actions for specific issues. Mandatory Clinical Conferences and Journal Clubs facilitate students to perform an in depth study on a desired topic and mediate discussions pertaining to them. This will foster their critical thinking and problem solving capabilities. The Institute also conducts National level seminars periodically where students are encouraged to actively participate and direct questions to experts.

**6&9. Patient-centric Learning and Role play:** Role Play is encouraged in the class. Especially to teach basic aspects such as counselling. This has proved to be effective in teaching/ demonstrating appropriate patient centric behaviours and sensitizing student clinicians towards a patient oriented practice model. The mandatory clinical conferences and journal clubs require students to perform in depth study of literature on evidence based practices to corroborate their stance. This ensures continuous upskilling of novelties in evidence based practice on a periodic basis and translation of the same to clinical practice.

**5&8: Project Based Learning, Learning in the Humanities & Evidence-Base Self Directed Learning:** Students are encouraged to innovate and develop projects either individually or in teams. They have developed several anatomical models, brochures, posters and short videos for different communication disorders. They also participate in several national and state level creative poster making/logo making competitions. Through active participation in field visits, cultural, competitions, project making, sports activities and charity initiatives students undergo self directed learning through which they acquire skills part from academia such as managerial skills, financial management, humanitarian and leadership skills.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution:

1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.
2. Has advanced simulators for simulation-based training
3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.
4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

**Response:** A. All of the above

File Description	Document
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Details of training programs conducted and details of participants.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

Use of ICT enabled tools is a standard practice in the Institute. Each class is equipped with a TV monitor that can be connected to a computer for presentations. All teachers use these. E resources such as video, audio and other multimedia supplemental materials are frequently used to enhance learning experience. Audio recordings videos are used routinely to enhance the learning experience. Students' level of understanding of Continuous Education Programs is also evaluated digitally using Google Forms. During the COVID -19 pandemic academic management was performed via Google Classrooms where scheduling of classes, submission of assignments and monitoring the attendance was done effectively. The Seminar Hall is also equipped with a smart board to facilitate Interactive Learning. The Institute Auditorium is also equipped with Audio visual Systems to promote group based e-learning activities. The Institute Library is equipped with high speed Internet, access to e-journals and books (Thieme, EndList), photocopy and print services.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	<a href="#">View Document</a>
File for details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for webpage describing the “LMS/ Academic Management System”	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 2.3.4 Student :Mentor Ratio (preceding academic year)

**Response:** 25:1

#### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 09

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Link for any other information	<a href="#">View Document</a>

### 2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

**Response:**

Creativity is nurtured in class by getting students to depict information or data creatively- e.g Helping students derive illustrations from concepts, developing anatomical models, brochures, posters and making videos on communication disorders. Students are also encouraged to present clinical conferences in a creative manner as well. Innovations in terms of concept and

execution of the afore-mentioned project based learning tasks is nurtured in students by offering steadfast guidance and brainstorming sessions with the mentors.

In addition to this students take part in several awareness initiatives where they put their creative acumen to exercise and bring out novel and innovative concepts to make the material garner public attention as well as making it relevant to curriculum.

Apart from internal exams, students are also subjected to quizzes (case study based/concept oriented) which foster their critical and analytic thinking. This is further enhanced by their clinical conference and journal club experience where they scrutinize their topic of choice on all grounds to justify their stance.

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 2.4.2 Average percentage 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 (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

**Response:** 14.22

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. Last five years data to be entered.

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

**Response:** 11.87

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 273

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

**Response:** 0

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at

**State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years****Response:** 16.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	4	0	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent****Response:**

The academic calendar is prepared at the beginning of each academic year. The calendar enumerates the activities planned for the year. This typically includes days marking beginning and end of semester, probable examination dates, dates of continuous Internal assessment, days of importance related to Speech and Hearing ( Eg: World Voice Day, World Hearing Day etc) and days of national and global importance (Earth Day, Environmental Day, Independence Day etc). In addition to this for the post graduate students, days of significance related to their dissertation (EG: Probable dates for submission of research proposal, Institutional ethical committee scrutiny and submission of dissertation) are listed. This calendar is put on display at the student notice board for best visibility and measures are in place to monitor adherence to this calendar.

During the COVID-19 pandemic, modifications to this calendar had been made owing to lockdowns and other unforeseen circumstances. However no significant delays were encountered despite certain delays being inevitable both at the university level and within the college. The teaching learning process has been adaptable through the Offline-Online switch and corresponding changes have always been reflected in the Academic calendar.



File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 2.5.2 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

**For University Exams:** Students have the provision of viewing their examination results online. Examination grievance redressal being linked to the university and not with the college. The college office aids the student in need by providing necessary documents and guiding the student on steps to be undertaken to register their request at the university. This typically involves payment of examination fee within a stipulated time and on receipt of request from the student, the university mobilises re-evaluation process through the Chairperson Board of Examiners.

**For Internal Assessments:** The Internal assessment evaluation process is transparent and exams are conducted as per the academic calendar. The examination format and evaluation are similar to the university exams. The results are shared with students and feedback is given accordingly. Grievance of students related to the evaluation process is duly addressed and resolution is provided from the mentor/faculty concerned. Remedial support in the form of re-teaching concepts, re-test etc are done for students in need.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	<a href="#">View Document</a>
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	<a href="#">View Document</a>

### 2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

#### Response:

The final examinations( semester examinations) are conducted as per schedule issued by Bengaluru North University. The question papers are prepared with thorough scrutiny under the leadership of Board of Examiners-chairperson (BOE). The question paper structure and paper evaluation schema is based on the syllabi and as stipulated by the university. The maximum marks awarded is as per demarcations provided

in the syllabi. As we follow a Choice Based Credit System (CBCS) evaluation divided into theory and internal assessment. As a preparatory measure and to monitor their midcourse performance, continuous Internal assessments are done. Feedback is provided and remedial support is extended to those in need. Internal evaluation of the student also comprises of evaluating aspects such as classroom interaction, maintenance of clinical records, Clinical acumen, attendance etc. Viva voice and OSCE examinations are conducted routinely to improve their overall clinical competency and problem-solving skills. The allotted marks for these are also per the syllabus which are awarded by an internal and external examiner.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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**2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:**

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

**Response:** A. All of the above

File Description	Document
Re-test and Answer sheets	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents**

**Response:**

Syllabus is developed by the Rehabilitation Council of India and regulated by Bengaluru North University

(former affiliated university: Bangalore University). The objectives of each course and subject is predefined and outlined in the curriculum. Both UG and PG courses have specific theoretical and practical outcomes. The syllabus is available to the students for free download in the Bengaluru North University website and a hard copy is kept in the library. The curriculum is based on Choice Based Credit System (CBCS) and number of hours allotted for a subject, recommended reading materials and details of examination marks are outlined in a comprehensive manner. During the induction, all students receive a hard copy of the syllabus. At the beginning of the academic year, all concerned faculty receive syllabus copy via mail to enable preparation of subject specific action/lesson plans. Progress in subjects is assessed through routine faculty meetings. The course outcome is evaluated based on written exams, quizzes, Viva voce/OSCE examinations etc.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 2.6.2 Incremental performance in Pass percentage of final year students in the last five years

**Response:** 96.35

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
75	32	89	86	80

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
80	34	94	89	82

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### **2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.**

#### **Response:**

Learning Outcomes:

- 1.The principal outcome of the course is to ensure competent graduates enter the field with employment ready capabilities and updated knowledge.
2. To build confidence in them to take up novel /rare/challenging career pathways such as tele-practice, Research & Development, private-practice.
3. To foster critical-analytic thinking and problem solving abilities to excel in patient care.
4. To practice as an Audiologist and/or Speech Language Pathologist with due cognizance to ethics, humanitarian values, environmental health and safety and Inclusiveness

The aforesaid outcomes are ensured via rigorous academic planning adhering to regulatory body and university stipulations. Periodic assessments looking at clinical acumen, theoretical knowledge, critical thinking and aptitude help in guaranteeing good outcomes in the final examinations. The Institute has produced university level ranks many times since the inception of the academic programs. Learning is further augmented by add on measures such as creative evaluation measures, field visits and simulation practices at lab.The pass percentage has continued to be exemplary as a testament to this. The teaching-learning-process opted by the institute provides equal focus on beyond the curriculum activities by

providing other avenues of learning through value added programs, expert series and extra curricular activities. These combined measures ensure promising outcomes at both professional and personal level of the ward.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

##### Response:

Parent Representatives are a part of the Governing Council and Internal Quality Assurance Cell. Their concerns are duly noted and taken into consideration. Although the institute is constantly attempting to conduct parent teacher meetings on a regular basis, this has not been materialized yet. Despite this, parents are intimated regarding the students' attendance via mail as well as call by the mentors, if necessary and an in person meet is scheduled with mentor and principal to address pressing issues if needed.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>
Link for follow up reports on the action taken and outcome analysis.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 2.53

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

**Response:** 2.75

##### 3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	3

File Description	Document
List of full time teacher during the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

**Response:** 3.83

##### 3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>

#### 3.1.3 Total number of research projects/clinical trials funded by government, industries and non-

**governmental agencies during the last five years****Response:** 3

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>

**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The institute offers the ideal environment and all essential infrastructure to support research operations. Faculty are encouraged to pursue their research and submit applications to various funding organizations. On the basis of the quality of proposals presented by faculty or students, the institute offers seed grants or partial support. The cost of attending conferences is also covered for student researchers with a strong record of research. As a result, one student was given Rs. 25,000 to attend a global conference. The Research Technical Committee welcomes presentations from faculty members and students regarding their ideas and project proposals. The team evaluates research proposals submitted by both students and staff for their quality, relevance, and implications. The institutional ethical committee makes sure that the research is done in accordance with the published rules. The Institute holds workshops, seminars, brief training programmes, and guest lectures to make sure that the professors and students have the necessary training and knowledge in the areas that are most urgently needed. Two guest lectures on intellectual property and the patenting process were held. Additionally, notable lecturers from the field gave seminars on research writing and research methodology.

Faculty members are encouraged to propose research projects to various funding organizations, including DST, through the research cell of the Bangalore Speech and Hearing Trust. When conducting research in their specialty, students from other mainstream colleges approach the faculty members. They seek assistance in data exchange and software/app development for people with communication difficulties. The Institute invites the faculty members to work with other universities to pursue their doctoral work. At other

universities, four faculty members are currently enrolled in PhD programmes. Four individuals are awaiting registration.

One of the Institute's breakthroughs was the creation of the Maniquin "Karna," a duplicate of "Jouline" made by Dangerous Decibels, led by Dr. Billy Martin. It gauges the volume of music being played in the ear by a person's personal music system. This has aided in raising awareness among school and college-going kids of the potentially harmful listening levels of personal listening devices. The Institute has launched yet another programme called Writers Lab to assist students and staff in raising the standard of their research.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>

### 3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

**Response:** 72

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	16	16	20	12

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

**3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**



2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

**Response:** D. Any 1 of the above

File Description	Document
Institutional data in prescribed form	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

**Response:** 0.67

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 2

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 3

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

**Response:** 1.06

File Description	Document
Institutional data in prescribed form	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

### 3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

**Response:** 0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

**Response:** 180

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	25	47	75

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

**Response:** 22.89

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	25	39	89	102

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>

### 3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

#### Response:

The Institute's contributions to society have received attention. Numerous awards have been given to us in honour of the community services we have provided. The Institute's employees have also received praise for their contributions to the industry. They received an award for their commitment to serving the Institute and society. Both the contributions made to the community as a whole and to disabled people have been acknowledged. A long-standing goal of the Institute has been to meet the needs of and empower people with disabilities. This is demonstrated in the work of the employees whose contributions have been honoured. Students and staff have given generously to the Institute's participation in Lions International's blood donation camps. The Institute has received various accolades and recognitions for its contributions to society through outreach programmes and fervent, committed service. These honours are treasured by the Institute, and it always works to improve.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 3.4.4 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 last five years

#### Response:

Through a range of extracurricular activities in which the students actively participated under the direction of the faculty, the sense of social responsibility and holistic development was instilled in the students. Many public, educational and neonatal **screening camps** were held at various locations as a part of “**World Hearing Day**” and “**International Day of Persons with Disability**”. **Pulse Polio Camp** was organized wherein the NSS volunteers and staff diligently participated. Several visits to **old age homes** were scheduled wherein the actively helped with gardening, cleaning the facility, assisting the elderly prisoners chop vegetables, and spending time with them. **HEAR-A-TON (Lend -an-ear)**, a 1km race was hosted by SINDHI YOUTH ASSOCIATION LADIES WING (SYA0 in Cubbon Park) with the

goal of raising awareness about hearing impairment, early identification, and comprehensive restoration. AIESEC (not-for-profit youth) Bangalore proposed organising “**World’s largest lesson**” event at Sunaad School. NSS Day was observed as “**Swachh Bharath**”, during which volunteers from the college's NSS Unit and their support staff cleaned the treatment rooms, library, classrooms, also cleaned Hellen Keller Integrated School as a part of the cleanliness drive. The **Blood Donation Drive** is conducted regularly at least thrice a year at the institute since December 2020. Ms. Neha Tiwari, a Speech-Language Pathology practitioner, demonstrated her "root map for school screening" during a talk on "**social connect**", focusing on students to develop a social connect while providing professional services. In the third quarter of 2019, the Institute began identifying, evaluating, and treating communication impairments via teleconferencing as part of the "**Nanagu shalle**" programme of the NGO, Fourth Wave foundation, allowing us to reach the unreached. Programme named "**Strong Family and Happy Family**" was hosted to educate parents about emotional well-being and mindfulness. A talk on "**Life Skills Training Program**", was delivered by Dr. Rajashekhar. A program was held for the general public and titled & “Your child can hear too- How a cochlear implant can help” on the occasion of **International Day of Cochlear Implant** along with a **free consultation**. Hearing aids and ear protection devices were donated to deserving individuals by Sonova Hearing India Pvt. Ltd. and ALIMCO. Students from the Institute created two videos expressing patriotism, and the videos for **Bharat ki Azadi ka Amrit Mahotsav - India@75** were uploaded to the Fit India portal. A social media campaign titled "**Smartphones/devices for AVT programme**" was organised, and the devices provided as part of this campaign were used by parents and children enrolled in the AVT programme. A parent of a child who uses AAC gave an enlightening presentation on "**Alternative and Augmentative Communication**" that included both staff and students.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

**Response:** 2.6

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	1	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years**

**Response:** 30

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 30

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

Academic infrastructure of the institute is as per Rehabilitation Council of India requirements. All the classrooms are equipped with ICT facility for teaching (theory and practical). Seminar hall and Auditorium are available for conducting meetings, workshops and conferences on a large scale.

Additionally, there are two major labs in place for training the students.

(A) **Hearing Science Lab**- 20x24ft sound treated air conditioned rooms divided into 2 cubicles and 2 halls.

(B) **Speech Science Lab**- 20x24ft with 3 enclosures and one hall fully sound treated and air-conditioned.

Both these labs aim at providing the best learning experience to the students to obtain expertise in the clinical field. The UG and PG students are posted in different departments to fulfil their clinical practicum during the course timeline. The respective departments provide exposure on multidisciplinary assessment and rehabilitative services. This exposure richly enhances the clinical skills and experiences.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>

#### 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

##### Response:

The institute campus comprises of 2428.11sq.mts (0.6 acres) with ground floor: 761.80, 1st floor: 761.80, 2nd floor: 761.80, 3rd floor: 915 respectively. A multipurpose hall (indoor sports and yoga centre), gymnasium and auditorium are available to the students of the institute for extracurricular activities. The student association (SASH) conducts annual cultural activities (talents day), sports (indoor and outdoor) and celebrates various festivals to meet the cultural diversity. For outdoor sports activities a playground is hired for the number of days the event lasts. All students and staff participate with full participation. All the students participate with great enthusiasm.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>

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

##### Response:

The institute campus has accommodated majority of the facilities for the staff and students. Both girls (96 inmates capacity) and boys hostel (32 inmates) with 24\*7 Wi-Fi facility are available. Additionally, a canteen with south Indian & North Indian cuisine and a snack point is situated within the campus.

The institute infrastructure is equipped with a seminar hall, an auditorium, a multipurpose hall for both academic and extracurricular activities. In addition, computers with internet browsing, high speed Wi-Fi (for both institute and hostels), security (24\*7), daily cleaning facilities, CCTV, lift, signage and disable friendly walking ramps, minimalistic landscape, toilets for individuals with differently abled, ENT doctor for medical emergencies, biometric device for staff and students, constant supply of drinking water (water filters and coolers) and fire alarms and fire extinguishers are in place. The post office and the SBI bank are situated within the 1.5 kilometers and 500 meters vicinity of the institute.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

**Response:** 52.94

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2021-22	2020-21	2019-20	2018-19	2017-18
57.59	100.62986	56.2	88.21	60.85

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.2 Clinical, Equipment and Laboratory Learning Resources

### 4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

#### Response:

The institute functions to provide both academic and clinical facilities. The courses run by the institute are regulated by the Rehabilitation Council of India. The classrooms are equipped with ICTs for best teaching-learning process. Summative and Formative assessments are conducted by the faculty to ensure the best is being delivered and learnt by the students. All the faculty have attended and are using the strategies specified by the Faculty Development Programs. The clinical facilities are provided through various departments namely Department of Speech and Language Studies, Department of Hearing Studies and Department of Psychology. These Departments have specialised units (Cochlear Implantation Unit, Vertigo and Balance unit, Adult Rehabilitation, Auditory Verbal Therapy, Child Language Disorders Unit, Adult Language Disorders, Fluency Disorders Units, Voice Disorders Unit, Dysphagia Unit, Speech Sound Disorders Unit, Sign Language Unit) in place to cater to the requirements of the needy individuals. All the students are divided into groups to avail the clinical hands-on experience. All the three departments are equipped with advanced technologies and equipment to assess and rehabilitate the communication disorders.

The institute conducts several camps across the state free of cost to provide early screening and required services to the individuals from suburban and rural areas. A dedicated sound treated “Mobile Bus” is provided by the institute for the same. Newborn Hearing Screening is being conducted in the government tertiary hospitals by the Department of Hearing Studies to early diagnose and rehabilitate the newborns.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>

### 4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

**Response:** 23657

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.



2021-22	2020-21	2019-20	2018-19	2017-18
12125	10012	5686	13345	14624

#### 4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
10809	9911	5241	15542	20990

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

**Response:** 192.2

##### 4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
77	130	132	128	124

##### 4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
61	81	71	78	79

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4 Availability of infrastructure for community based learning Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

**Response:** D. Any one of the above

File Description	Document
Institutional prescribed format	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

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

**Response:**

The institute has NewGenLib (an integrated library management system) developed by Verus Solutions Pvt Ltd. Domain expertise is provided by Kesavan Institute of Information and Knowledge Management in Hyderabad, India. NewGenLib version 1.0 was released in March 2005. On 9 January 2008, NewGenLib was declared **free and open-source** under GNU GPL. The latest version of NewGenLib is 3.1.1 released on 16 April 2015 is available in the institute library since 2020.

#### FEATURES OF NEWGENLIB 3.1.1 detailed list of features

- Completely web based application with Java technology.
- Compatible with international standards such as MARC 21, MARC-SML, Z39.50, SRU/W, OAI-PMH
- All supported software applications are free or open source
- Scalable, manageable and efficient

- Compatible to run on any version of Window (except window 95, 98 and 2000) and Linux
- Z39.50 Client for federated searching
- Internationalized application (I18N)

1. Unicode 4.0 competent
2. Easily extensible to support other India and foreign languages
3. Data entry, storage, retrieval in any(Unicode 3.0) language

- Automated email/instant messaging is integrated in different function of software
- Form and letter can be configured to save time
- Extensive use of parameters to enable easy configuration of the software to suit specific needs
- Allows digital attachment to metadata.
- Enables users to search online databases through OPAC
- Self-issue return is enabled that save the time of the user and labour of the library.

**NewGenLib has all functional modules of Library management completely implemented. It has the following modules.**

1. Technical Processing (or Cataloguing)
2. Circulation
3. Acquisitions
4. Serials Management
5. MIS Reports (Management Information System)
6. Web Online Public Access catalogue
7. Administration

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>

**4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment**

**Response:**

Year	No of Book existing	Added books for the year	No of Reference books existing	of Added reference books for the year	No of Journals for the year

2017-18	2715	111	905	53	4
2018-19	2826	15	958	13	14
2019-20	2841	88	971	76	17
2020-21	2929	57	1047	40	20
2021-22	2986	63	1088	51	20

- Member of Inlibnet (N-List)
- Member of Thieme (E-Books & E-Journals)
- Total bound volume of journals: - 938
- Total Books - 3049
- Dissertation: - 569
- Magazines: - 05

File Description	Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	<a href="#">View Document</a>
Link for geotagged photographs of library ambiance	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases**

**Response:** E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>

**4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years**

**Response:** 4.86

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	2.00	11.31	1.87	0.15

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

##### Response:

The library usage details are described below

- Average number of walk-ins: 70-80 (Including staff and student)
- Average number of books issued/returned: 15-20
- Ratio of library books to students enrolled: 1: 12
- Average number of books added during last five years 300
- Average number of login to opac: (OPAC)
- Average number of login to e-resources: 10-15
- Average number of e-resources downloaded/printed: At the time of dissertation/ presentation, research is more average is 8-10
- Number of information literacy trainings organized:
- Details of weeding out of books and other materials: usually once in a year checked and if found that the books condition (pages are coming out of the binding, binding is torn etc,) we will rebind it. Usually missing books, books which are replaced with the same or latest edition lost and paid by students will be mentioned as withdrawn in Accession register

##### Give details of the specialized services provided by the library

- Manuscripts
- Reference

- Reprography
- ILL(Inter Library Loan Service)
- Information deployment and notification (Information Deployment and Notification)
- Download
- Printing
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation and awareness
- Assistance in searching Databases
- INFLIBNET/IUC facilities

**The institute has an enumerated support from the Library staff to the students and faculty of the college**

- 1.Current Awareness services
- 2.Reprographic services
- 3.Reference services
- 4.Selective dissemination services
- 5.Clipping services related to our filed / University news

There are archives of 938 volumes of journals which are in bound form. This will aid in preparing for dissertation, projects and presentations. In addition, we have a few soft copies of journals and books which are downloaded from the Internet. They are mostly utilized the same for research purposes.

In addition to the above services, if any article is required by staff, but not available in our library, the library staff will help in providing the same through various sources.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>

#### **4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala**

**Response:** Any One of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>

## 4.4 IT Infrastructure

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

**Response:** 100

#### 4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

**Response:** 8

#### 4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

**Response:** 8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

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

**Response:**

The institute has broad band connection for staff and students. The classrooms are provided with ICT (Information and Communication Technology).

The college has internet facility of 24\*7 hours in hostels (girls and boys) and the library working hours is 8.30 am to 8pm. Campus is wi-fi enabled. The library provides a high-speed computer browsing facility for both staff and students. Bandwidth of 140MBPS BBNL + 100MBPS BSNL are available at the institute. Likewise, all the classrooms are ICT equipped with internet/Wi-Fi connection. Seminar Hall, Auditorium and Boardroom are well equipped with Wi-Fi enabled modern facilities. Institution annually updates its IT facilities and computer availability for both staff and students

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>

**4.4.3 Available bandwidth of internet connection in the Institution (Lease line)****Response:** 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

**4.5 Maintenance of Campus Infrastructure****4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 43.74

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
74.65	29.11	98.32	41.33	69.32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.****Response:**

The Institute has created adequate infrastructure for organizing academic events and cultural programmes.

Each class room, seminar hall and auditorium are equipped with LCD projectors and air conditioners. Lockers are provided for staff and students of the institute.

The extracurricular activities are conducted by the student association. Both indoor and outdoor activities are being held in the premises of the institute. Intercollegiate, University level participation of the students is encouraged. Every week a dedicated hour is allocated in the timetable for the student extracurricular activities.

This hour is utilized by the students to conduct competitions. Attendance and credit points are given to



students present for their participation during the hour.

Weekly Clinical Conference and Journal club are held in the auditorium. Workshops, seminars and conferences are also held in auditorium.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

**Response:** 1.7

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
1	15	3	2	0

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

**Response:** 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling

offered by the Institution in a year

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,

##### Response:

Dr. S.R. Chandrasekhar Institute of speech and Hearing provides foreign category based admission seats for those who fulfill the eligibility requirements. International students from various neighbouring countries including Nepal, the Maldives and Sri Lanka have been enrolled in the Institute. These students have been enrolled in the bachelors as well as Masters program offered at Dr. S.R. Chandrasekhar Institute of speech and Hearing. These students successfully complete their degrees along with the Indian students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

#### 5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

**Response:** All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

**Response: 60**

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	0	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	2	0	0

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.2 Average percentage of placement / self-employment in professional services of outgoing

**students during the last five years****Response:** 25.3

## 5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
38	4	38	16	3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>

**5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education****Response:** 14.29

## 5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 11

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.****Response:** 12

## 5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

#### Response:

Students Association of Speech Hearing' (SASH) is the backbone behind setting up fun-filled activities and conducting events in college. The Council consists of 10 posts namely: President, General Secretary, Sports Secretary, Treasurer, Food Secretary, Cultural Secretary, Editor, Assistant Treasurer, Assistant Sport Secretary, and Assistant Food Secretary.

Furthermore, all the students were divided into 4 clubs, namely Social, Nature, Art and Culture. SASH has collaborated with NGO called Make A Better Place to organize art events for school students and clothes donation drives for underprivileged people.

The student council members have made efforts to bring all the students together once in every week for 1 hour (Every Thursday at 1:30 pm) with activities that can improve unity and interaction among students and they hold new announcements, brainstorming sessions and conduct games for the students to bring some fun into everyday academic life.

The student union also is open to hear any complaints or requests and acts as a bridge between the staff and students and helps the student voices to be heard. The members of SASH are actively involved in the library committee meeting and provided suggestions for the same.

All the common festivals including, Onam and Ganesh Chaturthi, Christmas, Talent's day, Kannada Rajyotsava, Fresher's day and Ethnic day are celebrated by students and staff to imbibe the thoughts of different cultures among students along with competitions and talent shows. Sports events such as Outdoor and Indoor game and SASH cup are also organized by SASH.

During the lockdown, other student activities such as elections and the subsequent announcement of the new members of the Student council also were conducted as per schedule, and the new members continued celebrating festivals and events via an online mode. The president of the student body attended the governing council meetings and the IQAC meetings held in the institute. In the IQAC meeting, he presented the issues that require immediate attention.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

**Response:** 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	5	5	6	0

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.**

**Response:**

The institution has a registered Alumni Association by the name:

Alumni of Dr SR.Chandrasekhar Institute of Speech and Hearing. and was registered on 12/09/2016 under the Karnataka Society Act 1960. The alumni are a proud contributor not only to its alma mater but also towards the welfare of the society across the globe.

They are well placed in various institutions, hospitals, Hearing Aid companies, Research and Development, Government projects and sectors, private clinics and so on. The alumni impart knowledge to the budding professionals either by means of sharing their experience and expertise or by being facilitators for bringing international faculty through their contacts. They help in conducting seminars with eminent personalities in the field on a national platform. They also mark their presence and bring name to the institute by presentations at global platforms. Some of the members also contribute by providing monetary benefits to the needy in terms of hearing aids, contributions to conduct seminars etc. Both the staff and students attended the talks which helped them update their knowledge.

<b>File Description</b>	<b>Document</b>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>

**5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years**

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

**Response:** E. Any one of the above

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>



## Criterion 6 - 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.**

**Response:**

**Response:**

The Institute has a clearly defined vision and mission which is instrumental in shaping the growth and functioning of the Institute in the last four decades. Core values were laid down by its founder, Dr. S. R. Chandrasekhar, in a stated vision of striving for a world without activity limitation for the individuals with communication disability. In provisioning such a future, the Institute has set one of its missions to contribute towards human resource development in the field of speech and hearing. The Institute has provided the much needed qualified professionals at the level of graduation, post-graduation, and PhD. Alumni in the last three decades have become noteworthy professionals and academicians who have contributed to the growth of the field in India and abroad reflecting the core values they inculcated as students of Dr. SRCISH.

The management has been successful in providing a nurturing environment to students and faculty wherein they can adopt best practices in clinical services, patient management, and academic integrity. This has fostered a culture of social responsibility and sensitivity towards needs of the disabled among students, as well as inculcate leadership qualities and a sense of commitment among young graduates. The management functions through governing bodies and committees fostering transparency, accountability, and involvement of all stakeholders in the decision process. A board of trustees supervises the overall activities through a 3-member management committee (MCM) and makes policy decisions in regular meetings conducted quarterly. The MCM regularly interacts with all the stakeholders, takes advice from various committees and advisory bodies, as well as receives feedback from all stakeholders.

At the operational level, the college is governed and regulated in a hierarchical management system which consists of:

1. Management committee formed out of Trust members which governs overall functioning of all units of Bangalore Speech and Hearing Trust, the college being one of the units.

2. Advisory bodies such as governing body, advisory board

3. IQAC

4. Principal and Head of Departments

Academic programs are moderated by the Principal along with MCM, IQAC, committees, and student bodies along with university bodies. The Management Committee conducts regular meetings with Head Of Departments and all the staff; the decisions taken during those meetings are communicated to all concerned and minutes of the meetings are maintained.

**Year-round activities are planned and informed to all concerned through a calendar of events. It ensures inclusion of both learning opportunities, skill development opportunities for faculty as well as cultural events and sports. Curricular activities include field visits, interaction of experts from India and abroad, and opportunities which promote social responsibility and care for disability.**

<b>File Description</b>	<b>Document</b>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

**6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

**Response:**

**The Institution promotes participative management. Examples of decentralization processes in place are listed out here.**

**Academic administrative decentralization**

? **Faculty meetings are held as per calendar of events.**

? **Department meetings are held with each of the departments and supervised by respective HODs.**

? **Principal and faculty represent at university level through participating in BOS and BOE.**

? **All faculty are given an opportunity to be on BOE in-line with their experience and qualification.**

? **Management level meetings are held with all faculty/ HODs on a monthly basis.**

? **Senior faculty have served on expert panels of various governing bodies.**

? **IQAC Meetings**

? **Meetings of the committees**

? **Decision making process is participatory in nature, each faculty in-charge of a particular program can propose a plan of action, put it across to management for necessary provisions and approvals, and execute strategies within their defined role.**

**Adherence to standards of academic excellence and clinical service delivery can be seen indirectly in the number of faculty being on national regulatory bodies such as Indian Speech and Hearing Association, Rehabilitation Council of India, and government-run programs for the hearing impaired such as Suvarna Arogya Suraksha Trust (SAST), Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances (ADIP). The Institute was the first in India to introduce cochlear implant rehabilitation in the 1990's, a vestibular unit and the first to introduce a Speech Science Lab which particularly is of help to singers and teachers. The Institute also championed corporate social responsibility by delivering free-of-charge clinical services like new-born hearing screening in tertiary care government hospitals in Bangalore.**

**The Covid- 19 lockdown period is one of the prime examples that shows the strength of Institute governance and program implementation. The turn-around time for faculty and clinicians to adapt to online mode was quick, the administration was also quick to facilitate such a change while not overly burdening the budget.**

**The Institute already had in place all the tools necessary for delivering courses online including adequate infrastructure for wi-fi, subscription for online video conferencing, and Google classroom. This helped the staff to shift to online curriculum delivery within a matter of weeks; clinics, including therapy were also transferred to the online mode. The staff were trained and empowered with necessary skills. Clinicians later empowered parents of the disabled by training them to use smart technology and be connected.**

**The cohesive plan of action implemented during Covid-19, continues as a part of the regular program offered.**

- 1. Faculty learnt to plan an online curriculum delivery method. Google classroom and Zoom were used as Learning Management System (LMS) platforms in order to deliver regular courses for UG, PG and other programs.**
- 2. The subscription to N-List and Thieme publications allowed availability of reading materials online.**
- 3. Regular assessments were delivered through customized templates on google classroom and google forms.**
- 4. Resource persons across the country and outside of the country were enlisted to provide academically-oriented online lectures.**
- 5. Online seminars were also conducted as part of the Faculty Development Program.**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for relevant information / documents	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

**6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed**

**Response:**

**Academic Programs are conducted in compliance with BNU regulations as well as the regulatory body for audiology and speech language pathology, namely the Rehabilitation Council of India (RCI).**

**Program Structure and Syllabus: This is regulated by the RCI. Changes in syllabus and course structure is communicated to the Institute by RCI through emails and yearly meetings. Standards and infrastructure requirements are laid down by RCI and revised periodically. This is reflected in its RCI certification. Inspections are carried out by the RCI for all courses and permission to conduct courses is issued on obtaining 80% or more points on their evaluation assessment grading system. Institute has had continued permission for all courses since the beginning. Current permissions for PG courses are valid till 2026 and for the UG course up till 2027.**

**University Regulations, Examinations, Course delivery: These were regulated by Bangalore University (BU) up to 2018 and from 2018 onwards by Bengaluru North University (BNU). Compliance to university standards and regulations are checked annually by the university team, Local Inquiry Committee. The Institute has necessary permission for BU and BNU for all years of academic activities. The University governs the admission process through vice chancellor and registrar of BNU, currently. Email communications and periodic online meetings ensure compliance and troubleshooting of all issues. University governs examination and awarding of degrees through vice chancellor and registrar of evaluation and examination unit. A Board of Studies (BOS) and Board of Examiners (BOE) are formed for these purposes. The Principal is currently the chairperson of the Board of Studies.**

**Board of Trustee, Management committee Members and Advisors to MCM/CEO: They form the top leadership in the hierarchy. In compliance with the regulations and actions charted out by regulatory bodies such as RCI and University, policies and action plans are charted out. They ensure individual growth within organization for all employees, facilitate programs that are essential to the overall growth of individuals with disability as well organizational growth. They interact with senior faculty and principal, get feedback from all stakeholders and learn the situations on the ground and act upon them. They are responsible for financial stability and chart out plans of action for maintaining financial growth of the Institute in-line with the expenditure and increase in requirement.**

**Principal: Primarily responsible for day-to-day activity of the College, best-work culture and transparency in administration, and ensuring a conducive learning environment. The Principal interacts with University and regulatory bodies on behalf of college and MCM, charts out plans of action, and communicates to MCM for approval. The Principal also officiates regular meetings, plans the calendar of events, collects feedback from staff, students, faculty and understands their requirements. Principal charts out FDPs, opportunities for faculty professional growth in consultation with Head Of Departments, and other experts.**

**IQAC and Its Committees:** Each committee, under the chairperson, through meetings and discussion chart out plans of action and communicate these to higher authorities. Some of the committees like the grievance redressal committee and Anti-ragging committees formulate preventive steps and regularly implement activities among students to promote healthy conducive learning environments. The committees are Annual Report, Curriculum, Feedback, Result Analysis, Faculty Development, Mentorship, Extension Activity, Infrastructure and Maintenance, Library, Sports, Cultural, Anti-Ragging, Sexual Harassment Elimination, Grievance Redressal, Alumni Association, Placement Cell, Women Empowerment Committee and Environment Committees

File Description	Document
Link for organisational structure	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>

### 6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

**Response:**

**Welfare Schemes:**

The Institute offers many welfare schemes to its employees and they are summarized as follows.

1. **Employee Provident Fund Scheme- partially**
2. **Gratuity- for all employees who have completed 5 years of service**
3. **Employees State Insurance- for eligible staff**
4. **Personal Accident Insurance Scheme- all staff and students**
5. **Earned Leave Encashment facility for permanent staff**

- **During Covid-19, the Management enabled COVID health insurance policy for all staff, free vaccination for Covid-19 in association with Public Health Centres and periodic free testing of Covid -19 in the Institute premises.**
- **Research Seed Money: Rs one lakh is allotted as intramural project budget for each project undertaken by staff.**
- **Staff Loan: Interest free loans for staff are available.**
- **Publication incentive: Rs 5000/- is given to team of authors who publish an article**
- **Conference incentive: Travel amount or registration amount up to Rs 25,000/- will be given to a staff member once per year to present a scientific paper at a conference.**

<b>File Description</b>	<b>Document</b>
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response: 2.86**

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	0	0

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)**

**Response: 15.8**

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	15	12	20	23

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

**Response:** 67.33

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	18	17	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link of AQARs for the last five years	<a href="#">View Document</a>

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

**Response:**

**Performance Appraisal:**

**Performance appraisal is carried out for all staff annually. Further, all new recruits are assessed at the end of a probationary period and annually thereafter. The results are used for confirming the position for staff in the probationary period and also for continuation of services and promotion.**



Appraisal is done at the Department level and at the Institute level. Reports are reviewed by the Principal and then forwarded to the MCM with recommendations.

External academic audits of teaching faculty are in place since 2019, Subject experts from the field are called in to evaluate teaching faculty including associate professors, assistant professors, and clinical supervisors involved in clinical teaching. Verbal feedback is given to the faculty by the external and internal subject experts. Reports are submitted to the Principal. External academic audits have been conducted in 2019 and 2022.

Non-academic staff undergo an appraisal review by the administrator and MCM.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

**Response:**

**Sources of revenue for the college are:**

1. Tuition Fees
2. Hostel fees
3. Interest and dividend
4. Miscellaneous sources

**As the college is a unit of the Bangalore Speech and Hearing Trust (BSHT), BSHT generates additional revenue through the following:**

1. Clinical Services – Diagnostic and therapeutic services to speech and hearing disorders
2. Research grants
3. CSR Grants

#### **4. Donations – Philanthropists**

#### **5. Interest and Dividend**

**Tuition Fee:** This is the primary source of income. Students study under a self-finance scheme. The fee structure is prepared for each course separately. It is decided by the MCM and approved by the board of trustees. The fee is revised annually before admission starts and communicated to potential students. The fee is collected digitally by RTGS/NEFT or through Cheque/DD/Cash directly deposited by the students in our bank account. It is a public trust NGO. All income and expenses including fee received are audited.

**Hostel Fee and other student activity fee:** The Institute offers a hostel for boys and girls within the premises at affordable cost. Fee for the hostel is collected annually.

#### **Revenue sources of the Bangalore Speech and Hearing Trust:**

**Clinical Services:** Dr. SRCISH offers assessment and therapeutic services for speech, language, swallowing and hearing disorders. It also supports government schemes like cochlear implantation. The Institute faculty provides consultation for intraoperative monitoring during CI surgery which also contributes to income of clinical services. BPL card holders can access clinical services at low-cost or free-of cost. Outreach programs are facilitated through donations received from Lions Club and other philanthropic organizations. Receipts are generated for all the charges collected from patients during their visit by the cashier/ accountant. Receipts are also generated for online payments.

**Research Grants:** The Institute has received grants from Macquire University for a study. The Institute is also a recipient of WHO Grant for public awareness activities on hearing loss in 2019 and 2021.

**CSR Grants:** The Institute has received CSR grants from companies such as Infosys, Cognizant, and SBI foundation for projects. The recent grant from SBI foundation was for clinical services upgradation.

**Donations:** Individual donations are received from philanthropists with amounts ranging from Rs.500/- to Rs.10,00,000/-.

#### **Allocation of Budget:**

Annual expenditure and income plan is done by the Management Committee and approved by the Board of Directors. Capital expenses are planned in advance with discussion and agreement of all board members during their quarterly meetings. Budgetary allocations are made for the requirements of both academic and administrative activities. The Finance Section of the Administrative office keeps records of all financial transactions under the control of the Chief Accountant. All other expenditure proposals are received from respective Heads, the MCM deliberates on it and allocates based on available resources.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### 6.4.2 Institution conducts internal and external financial audits regularly

**Response:**

**Response:**

Being a public trust not-for-profit NGO, all financials are regularly audited by a reputable registered auditing firm. All accounts are maintained through an accounting software- TALLY. Payments to all parties are through cheques/ bank transactions like NEFT. Purchases are through quotations received from many vendors (at least three). All quotations are reviewed by the head of the department concerned, administrator, and accountant. With their recommendations, the Management Committee Members finalizes the selection and approves purchases.

Internal audit is done periodically for verification of stocks, cash verification, and identifying any deficiencies in the system. Annual Audit is carried out by an auditing firm and all financials related to expenditure and income are verified, taxes are calculated and the audit report is obtained. Audited financials are filed regularly with respective government departments in compliance with law and regulations.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

#### 6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

**Response:** 532.29

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
11.28884	87.98995	147.3452	146.6929	138.9697

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

**Response:**

**Response:**

**The College has established IQAC as per NAAC recommendations and guidelines.**

**The intra-departmental action plan for individual departments is prepared annually under the guidance of IQAC and a report on the execution of the plans along with the minutes of periodical meetings are available. It organizes seminars, workshops and symposiums for faculty development. IQAC is involved in preparing the Annual Report/ AQAR. It focuses on improving scientific publications and presentations. It stresses on overall quality improvement strategies.**

**IQAC relies on following committees for its functioning:**

- 1. Annual Report Committee**
- 2. Curriculum Committee**
- 3. Feedback Committee**
- 4. Result Analysis Committee**
- 5. Faculty Development Committee**
- 6. Mentorship Committee**
- 7. Extension Activity Committee**
- 8. Infrastructure and Maintenance Committee**

**9. Library Committee****10. Sports Committee****11. Cultural Committee****12. Anti-Ragging Committee****13. Sexual Harassment Elimination Committee (SHE)****14. Grievance Redressal Committee****15. Alumni Association****16. Placement Cell****17. Women Empowerment Committee****18. Environment Committee**

<b>File Description</b>	<b>Document</b>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years****Response:** 51.93**6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	21	20	15	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	<a href="#">View Document</a>

**6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

**Response:** B. Any three of the above

File Description	Document
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

**Response:** 8

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	2	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2 Measures initiated by the institution for the promotion of gender equity during the last five years.

**Response:**

The institute's fundamental values are gender equality, diversity, and accessibility. Good social inclusion practices are carried out via curricular and extra-curricular activities for students, and exposure to education is carried out for faculty and staff as well.

Gender equity:

- Programmes are conducted to highlight gender equity.
- Equal opportunities are provided for both genders in all positions across academic, research, clinics, and administrative departments.
- Equal opportunities are provided for both genders across different committees to conduct academic and administrative programs.
- We ensure equal opportunity for students to participate in cultural event organizations, sports, conferences, and Student Association.

Gender Sensitization:

- Programs are conducted aiming at gender sensitization.

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment**

**Response:** D. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

**1. Solid waste management:**

I)The waste generated from the institute is segregated into 2 bins (wet waste and dry waste). Quarterly once, staff and students are educated on the segregation of waste.

**2. Biomedical waste management:**

I) The biomedical waste generated from the ENT department is handed over to Medicare Environmental



Management Pvt.Ltd since 8-04-2022 (Reg No: 7805).

### 3. E-waste management

I) E-waste generated by the Institute is handed over to Sankya.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** Any one of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants**

**Response:** D. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.7 The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. Any four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).**

**Response:**

The Institute believes that it is important for staff and students to develop ideas of inclusiveness, religious tolerance, and nationality. Therefore, events that propagate such ideas are conducted on a regular basis. Both staff and students are involved in planning these events and awareness is created through social media and posters.

The Institute is proud of our country's rich cultural and religious diversity, all festivals are celebrated with great enthusiasm. The ethnic day is celebrated to showcase the various ethnicities represented by the staff and students. A cultural program is held after celebrating diverse cultures and ethnicities. Similarly, Intra college fests, teacher's day celebrations, Onam celebrations, Ganesh Chaturthi puja, Independence Day festivities, Kannada Rajyotsava, and talents day are the other events held to allow students and staff to take a break from their hectic schedules and engage in fun-filled on stage and off-stage activities. It provides students a platform to pursue, develop and showcase their talents

As an Institute, great effort is taken in training and providing service to all irrespective of socioeconomic status, religion, or sexual identity.

For students who are unable to complete their training due to monetary deficits, an option of deferred payment is provided, in which they are allowed to pay the fees while working in the Institute.

Patients from lower socio-economic status are provided with subsidized fees through the BPL card program initiative. Senior citizens are provided with concessions.

The Institute encourages students to give back to the community, community outreach programs and camps are held to create awareness and screen individuals residing in rural areas for hearing and speech issues. These patients are then referred to our Institute for detailed assessment and management.

Over the years, on the occasion of world hearing day, world voice day, and world disabilities day we have conducted free screening camps to identify those with hearing impairment, and speech and language disorders and provide further referrals. During covid-19 tele-rehabilitation was used as a method of conducting assessments and therapy for those who could not access these services due to restrictions imposed.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>

**7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized**

**Response:** D. Any one of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **7.1.10 The Institution celebrates / organizes national and international commemorative days, events and festivals**

#### **Response:**

The Institute believes that all days of National and International importance should be commemorated and celebrated. The events are advertised on social media and with the help of posters and flyers. These events are incorporated into the academic calendar to ensure the participation of all.

The institute conducts programs to spread awareness on days related to speech and hearing with the help of talks, skits, flyers, posters, and screening camps.

World Hearing Day and World Voice Day are celebrated annually in our institute. Renowned individuals in the field are invited to give talks to the students and staff. The public is educated with the help of videos, skits, flash mobs, walkathons, and cyclothons. Events are covered by local newspapers and news channels. Free hearing aids and ear protective devices were distributed on the occasion of World Hearing Day. The students participate in competitions, quizzes, and games organised at these events. Autism day was celebrated by organizing a 'talents day for children with autism' this gave an opportunity to the children to showcase their talent.

Similarly, the institute also celebrated world disabilities day, National Aphasia Awareness month, and Dysphagia awareness month.

Our Institute recognizes India's rich cultural diversity, and all days of national importance are celebrated in our institute with gusto.

Independence Day is celebrated every year. The flag-hoisting ceremony is followed by talks delivered by our distinguished guests of honour. The students of the Institute put together a small cultural program to celebrate our nation's rich cultural diversity.

Children's day was celebrated with the children of the AVT and Mothers Training Center unit along with their parents. The day was full of activities, games, dancing, and fancy dress which the children as well as the parents greatly enjoyed.

International Women's Day is celebrated annually. Every year a speaker is welcomed in the Institute to deliver a talk to empower and inspire the staff and students. Mother's Day is another event that is celebrated with great enthusiasm. In these events, various activities are conducted to celebrate women in all walks of life.

The mental well-being of all staff and students is of the utmost importance. Mental health day and International Yoga Day is conducted by inviting speakers and instructors in this field to guide us in ways to reduce stress and help us cope with it.

The environment committee celebrated the International Day of Forests. A renowned individual in the field was invited to give a talk. Staff and students greatly benefitted from this.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

#### Response:

1. **Title:** Parent Support Network (PSN)

2. **Objectives: To**

- Connect with other parents facing similar challenges
- Empower parents and provide a sense of belonging
- Share their experiences and concerns regarding their child
- Reduce stress and help parents deal with disability issues
- Learn about the processes and professionals that can help
- Discuss school options and therapeutic services
- Help parents find their voice in matters of advocacy
- Gain skills that will help support their child better
- Create opportunities for parents to socialize with other parents
- Plan activities and play-dates for their children
- Support parents who are in need

3. **The Context**

Parents who have a child with special needs feel isolated. They need support in finding the best medical, emotional, physical, and social support for their child and making well-informed decisions. Due to several factors, there is a delay in identification and intervention. This adds to their child's difficulties and increases the gap between the child and the peer group. When parents meet others in the same situation, they are able to share their fears and concerns. This is necessary for every parent that struggles with feelings of guilt and helplessness.

Without support, the child's development and progress are impacted. A support group that provides strong relationships, strategies, and individual need-based resources are needed. Support vary based on education, feeding, and self-help skills.

Unfortunately, some parents don't have access to such support, which may lead to neglect. This adds to the difficulties of a child who is already struggling in areas such as communication, behavior, movement, or cognition. Parents who receive timely support and guidance are able to provide safe homes and healthy environments for their children

#### **4. The Practice**

PSN is a network that provides opportunities for parents to meet on a regular basis to discuss the progress and challenges of their child and also to share their experiences.

The staff of DrSRCISH runs the PSN. Due to the pandemic, online meetings were held. Post Covid, the PSN meeting for the month of August was held face-to-face at the Institute. All the members of PSN are connected via WhatsApp for advice.

#### **5. Evidence of Success**

Till date, 44 parents have joined PSN. They are happy to be part of the parent support group and have provided positive feedback. Parents mention this gives them hope and strengthens their faith in the process of rehabilitation. Parents are provided with insights about their child and strategies to manage their child's communication, behaviour, and social skills.

The DDC of Dr.SRCISH, Dr. Sarika Khurana personally interacts with parents, counsels, guides, and supports parents with respect to intervention and child's communication and learning at home. Parents are motivated to participate and share their experiences.

#### **6. Problems Encountered**

- Convincing parents to join without tangible gains
- Parents are in denial about their child's disability
- Working parents are unable to find the time
- The pandemic caused many parents to discontinue
- Poor internet

**1. Title:** NEONATAL HEARING SCREENING(NNHS) AT GOVERNMENT HOSPITALS PROVIDED FREE OF CHARGE

**2. Objective:** To

Provide early access to hearing care from birth.

Facilitate early intervention for appropriate development

Achieve best practice recommendations stipulated by JCIH 2019

### **1. The Context:**

Congenital Hearing impairment in children has a high incidence. It is a hidden disability mostly identified late which in turn delays the child's ability to communicate, in turn, affects social, economic, and academic development. The screening for hearing can be carried out on the 2nd day of birth using OAE. This program is not available in all parts of India.

### **1. The Practice:**

The institute provides free NNHS to two government hospitals in Bengaluru with a focus on NICU. About 250-300 Newborns are screened every month. Clients from low socioeconomic backgrounds/rural areas do not have access to this service. The screening procedure follows protocol based on JCIH guidelines and Indian Paediatric Association.

Newborns who fail the screening are evaluated and further managed at the Institute at subsidised or free of cost by the donors/management. The documentation provided helps apply for CM Relief fund to procure aid. The institute is impaneled in the GOI of ADIPS and the GOK scheme of RBSK-SAST for providing government-sponsored amplification devices along with therapy for a period of time free of cost. Students are trained to perform New-born Hearing Screening and are exposed to community-based outreach programs that help them become socially conscious practitioners. Dr. SRCISH takes pride in catering to such clients by providing NNHS which is a service that is overlooked in India due to lack of awareness. The test is performed free of charge at the hospital making it a unique program.

### **1. Evidence of Success:**

The institute helps increase awareness related to early intervention at government-aided centres to implement and provide NHS. There has been an increase in hospitals approaching us to carry out NHS at their centres To date, we have screened approximately 13,500 babies.

### **1. Challenges Encountered and Resources Required:**

1. Administrative Hurdles
2. Implementation of NHS and Lack of resources
3. Patient-related challenges.

#### **ADMINISTRATIVE HURDLES:**

1. No uniform program throughout the State or in India.
2. Multiple levels of clearance and red tape to be crossed to initiate NHS at government setups.

**IMPLEMENTATION:**

1. Non-availability of Sound treated rooms for testing and waiting/OPD room for HRR interview.
2. Well organized screening program with a dedicated team needs to be conducted to target all the children and to keep a record of follow-ups.
3. Nonavailability of digital database that can be shared or accessed by different medical personnel having previous reports and the HRR of the child/Infant.
4. To carry out universal screening the personnel has been deputed to all the hospitals. Non-availability of resource persons and equipment creates a lack of penetration of the NHS program.

**PATIENT-RELATED CHALLENGES:**

1. Travel-related issues.
2. Lack of awareness.
3. Clients from low-socioeconomic status face financial burdens for follow-ups

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words****Response:****7.3 Institutional Distinctiveness**

With increasing awareness of hearing, speech and language disorders in India, the need for professionals dealing with such disorders are high. Various courses are provided by the Institute to train professionals in this field. We have a diploma, bachelor's, master's, PG Diploma, and Ph.D. program. So far the Institute has had a turnover of 1200 graduates at different levels (diploma, UG, PG, PG-Diploma). In this way, the Institute contributes towards developing manpower in the area of communication disorders. The students are provided with diverse clinical exposure and the opportunity to learn under the guidance of knowledgeable and experienced faculty. They are given the chance to use advanced technology in specialized units of speech and audiology-equipped labs for assessment and rehabilitation across speech, language, swallowing, and hearing-related disorders in a disability-friendly, barrier-free environment.



Exposure is not only restricted to Institutional setup, peripheral postings are provided to enhance their knowledge and build on their clinical skills. The students are provided exposure to the hospital setup, private practices, various public awareness programs were undertaken to sensitize the public on speech, language swallowing, hearing, and various disorders, and community outreach programs and camps conducted to provide services to the rural population and others who cannot access these services.

National conferences and workshops are organized to enrich the knowledge of the professionals and students in the field and update their skills in one's area of interest, professionals from Dr.SRCISH participate in national and international conferences/seminars or workshops.

Expert series conducted by successful individuals in our field help guide the students to make informed career decisions and develop a globally competitive attitude.

A multidisciplinary approach is incorporated in our Institute with in-house occupational/physiotherapy and psychology services. We have a Sign Language Unit mainstreaming toward inclusion. Many mainstream colleges have Sign Language as an external subject taught by the faculty of this unit. Students with hearing impairment are empowered at Sunnad school where they are provided education and training in vocational skills.

Keeping in mind the challenges faced by the parents and caregivers of differently abled individuals, we have a Mothers Training Center to train the mothers of children with hearing impairment, to communicate with their children. General queries from the parents are answered by professionals.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 8.Allied Health Sciences Part

### 8.1 Allied Health Sciences Indicator

**8.1.1 Describe the programmes offered by the Institution during the last 5 years add a note on the percentage of programmes approved by the Regulatory Body/ies within 500 words**

**Response:**

**Dr. S. R. Chandrasekhar Institute of Speech and Hearing (Dr. SRCISH) was established in 1977 with the support of Lions Club of Bangalore East and Bangalore Speech and Hearing Trust. It is one of the leading clinical and academic institutions in India, which provides services to persons with communication disabilities. Its vision includes establishing itself as a centre to provide a world without activity limitation for persons with communication disorders. The institute offers 9 academic programs, which includes one undergraduate program BASLP (Bachelor in Audiology and Speech Language Pathology), three post graduate programs, MASLP (Master of Audiology and Speech Language Pathology), MSc. Audiology and MSc. Speech Language Pathology. In addition, it offers PhD in Speech and Hearing, Post Graduate Diploma course in Auditory Verbal Therapy, Diploma in Special Education (Hearing Impairment), Fellowship in Speech and Swallowing rehabilitation in head and neck cancers, Fellowship in Cochlear Implantation Technology and Rehabilitation and Fellowship in Clinical Audiology.**

**The institute comprises three departments: Dept of Hearing studies, Dept of Speech Language Studies, and Dept of Psychology. The clinical and academic programs run by the Institute are approved by the Rehabilitation of Council of India (RCI), a statutory board of the Govt of India. The Institute has been running the BSc. and MSc. programs with due approval from RCI. All the degree programs at the Institute are approved by RCI, except fellowship programs, which are quite popular with students and professionals alike due to the clinical hands-on-training they provide.**

**All the UG and PG programs run by the Institute are recognized by the Bengaluru North University from 2018. Earlier, these courses were recognized by the Bangalore University (BU). The PhD candidates registered with BU obtained their doctoral research under Bangalore University while the new candidates have registered for PhD under MAHE (Manipal Academy of Higher Education), Manipal.**

**8.1.2 Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 500 words**

**Response:**

**Dr. SRCISH is an established not-for-profit institution that functions with public participation and contribution from Donors. The institute focuses on developing highly skilled human resources and providing clinical services at affordable costs. It provides exceptional learning opportunities for**

students, who access its infrastructure, laboratory, library, and related facilities covering the Departments of Hearing Studies, Department of Speech Language Studies, Department of Psychology as stipulated by the University and statutory bodies. For extensive learning, each department boasts of specialised units. Auditory Verbal Therapy Unit, Vertigo and Balance Clinic are running under the Department of Hearing Studies. Special units of the Department of Speech Language Studies include Voice clinic, Dysphagia clinic, Adult Language Disorders Unit, Fluency Unit, Child language Disorders Unit, Hearing Impairment Unit and Speech Sound Disorder Unit. The students are exposed to multiple clinical tools specially catering to each disorder and thus are trained to treat patients individually with confidence upon completion of their course at the institute. The institute also hosts students from other institutions as a part of their internship, where they get to learn about the clinical services provided to clients with communication disorders.

Equipped with experienced staff and advanced infrastructure, Dr. SRCISH is one of the leading training institutes that provides clinical services for individuals from all backgrounds covering a wide range of communication disorders. Assessment and intervention services are provided to persons of all ages. The institute also provides OPD facilities for ENT and Physiotherapy. The students also get opportunities to visit other hospitals for intraoperative monitoring for cochlear implant surgery, which enhances their clinical expertise.

The institute organizes camps and awareness programs for the public with increased focus on persons from lower socio-economic backgrounds and rural areas. A sound-proof mobile unit is available for the purpose of outreach programs, which is capable of handling basic speech as well as hearing assessments. In addition, the institute also undertakes new-born hearing screening programs at various hospitals around the city including Vani Vilas Hospital under Bangalore Medical College and Research Institute, K.C. General Hospital and CSI hospital in Bangalore. Such programs ensure that students are exposed to working in a hospital set-up involving new-born care and multidisciplinary interactions, instilling in them a sense of teamwork and collaboration.

Apart from the above-mentioned services, the institute is also equipped with facilities to provide tele-assessment and tele-management thus making it easier for all clients to access services for various communication disorders. Dr. SRCISH strives to develop programmes that provide the best clinical exposure for students along with cost-effective quality services that reduce the burden of family members of people with communication disorders.

**8.1.3 Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 500 words.**

**Response:**

**Dr. S. R. Chandrasekhar Institute of Speech and Hearing is registered under RPWD act 2016, which**

includes persons with Speech, Language, and Hearing disabilities.

The institute offers audiological and psychological examination results that are accepted by several government hospitals. Many clients take advantage of this service and gain from the reports outlining the diagnostic evaluation performed by the Institute's experts.

The disability criteria of 40% and above for availing the benefits of the RPWD Act are derived based on the assessment of persons with Speech-Language and Hearing disability.

The institute provides concessions ~~eoneession~~ for senior citizens, persons below poverty line (BPL) and for students as per the decision of Management Committee Members. 20% concession is availed by senior citizens and 50% concession is availed by persons below poverty line for assessment and management of communication and hearing disorders. Both these concessions can be availed in all the departments of the Institute. Clients who are pursuing education receive a 50% concession for fluency disorders in the Dept of Speech Language Studies. Clients who are identified for assessment and management during outreach programs (Camps) receive ~~receives~~ free services from the Institute. Over and above these concessions, several clients who are unable to afford the charges, receive free services at the institute after getting approval from the management committee members. The approval process involves consent from various professionals such as SLPs, audiologists, psychologists, social workers ~~worker~~, and the management.

Year	No of the cases that received concessional facilities
2017 to 2018	229
2018 to 2019	662
2019 to 2020	457
2020 to 2021	234
2021 to 2022	508
2022 to till August	457

**8.1.4 Describe the mechanism in place in the teaching Institute/ Hospital for implementing the various schemes for the needy population under schemes such as Assistance to Disabled Persons (ADIP) scheme/ Empanelled professionals, within 500 words**

**Response:**

The institute is currently undertaking ADIP scheme, RBSK scheme and PM fund for effective service delivery for the needy population. ADIP scheme, a major initiative of the Ministry of Social Justice and Empowerment under Government of India, is implemented to assist persons with hearing impairment in procuring durable, sophisticated, scientifically manufactured, modern

hearing aids including implantable devices. Under the scheme, in collaboration with various hospitals within the city of Bangalore, clients are screened for Cochlear Implant candidacy and surgery is done for children under 5 years of age. Intraoperative monitoring is also conducted to ensure the stability and functioning of the implanted electrodes during surgery. The scheme covers the switch-on procedure, post-assessment, and rehabilitation services. Auditory Verbal Therapy (AVT) unit under the Department of Hearing Studies is mainly focused on rehabilitation of children who have been surgically implanted. Such children are given free therapy services as per the scheme and are allowed to continue therapy beyond the scheme period at discounted rates, if necessary.

Rastriya Bal Swasti Karyakram (RBSK) scheme under the Government of Karnataka is another scheme with similar provisions as ADIP, which provides aids for children with hearing impairment. As per RBSK scheme, cochlear implant surgeries are done across various hospitals and management services are continued under AVT. The institute also provides free hearing aids to clients being evaluated for CI candidacy, to fulfil the criterion for implantation, thereby reducing the burden on poor families, who are unable to purchase hearing aids.

Individuals from poor socio-economic background are also encouraged to seek help through PM fund and the institute helps them with the application process for the same. Free hearing aids are also distributed to clients after considering their need and financial status. In addition, the institute also provides up to 15% discount on hearing aid prices for all clients, who purchase hearing aids from the institute.

With the purpose of supporting government hospitals in early identification of babies with hearing impairment, the institute conducts new-born hearing screening free of cost across various government hospitals within the city of Bangalore.

**8.1.5 Provide details of continuous approval received by the Institution from the Regulatory Bodies, year-wise for continuing the courses offered by it, during the last 5 years within 500 words.**

**Response:**

The Bachelor programme offers foundational knowledge in the field of Speech Language Pathology and Audiology at the undergraduate level (BASLP). The Masters programme offers M.Sc Speech-Language Pathology and M.Sc Audiology as specialization courses. MASLP offers dual degree in Audiology and Speech Language pathology. The two special programs are Post Graduate Diploma course in Auditory Verbal Therapy (PGDAVT), Diploma in Special Education - Hearing Impairment (DSE HI). These programs are approved by Rehabilitation of Counsel of India (RCI) a statutory board of Govt of India. The approvals for all these programmes have been given to the institute by RCI since the inception of these programmes for a period which varies from two - five

years for each course indicating that the institute has well equipped infrastructure and proportionate clinical population as per RCI requirements. Fellowship programs such as Fellowship in Speech and Swallowing rehabilitation in Head and Neck cancers, Fellowship in Cochlear Implantation Technology and Re/habilitation and Fellowship in Clinical Audiology are not approved by Rehabilitation Council of India (RCI) but are popular with students and clinicians due to their hands-on clinical training. All the UG and PG programmes were recognized by the Bangalore University till 2018 and currently these courses are under the Bangalore North University. PhD candidates registered with Bangalore University and completed their research under BU, while the new PhD candidates have registered under the Manipal Academy of Higher Education (MAHE), Manipal.

#### 8.1.6 Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies

1. Diagnostic equipment
2. Treatment equipment
3. Clinical tests and tools
4. Research equipment

**Response:** A. All of the above

File Description	Document
List of Diagnostic, treatment, clinical tests and research equipment available in the College	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 8.1.7 Describe the opportunities provided to the students for hands-on training in Clinical and Community settings and for exposure to diagnostic and therapeutic equipment within 500 words.

**Response:**

##### Hands-on training in Clinical settings

##### Clinical Training

Students of undergraduate, postgraduate, diploma courses receive clinical training in the Dept of Hearing studies, Dept of Speech language studies and Dept of Psychology for the diagnosis and management of clients with hearing, speech, language, swallowing and cognitive disorders. Students receive training in the use of standardized assessments and evidence-based therapeutic practices. They are also trained in clinical documentation, such as case history, assessment report, pretherapy plans, intervention plans, progress reports, home training programs, and public education materials.

Clinical practicum classes are conducted regularly in the Departments of Hearing Studies and Speech Language Studies for UG students. This provides opportunities for students to correlate theory with clinical practice. It also helps them learn the intricacies of screening, assessment, therapy, and counselling for clients with communication disorders.

### **Diagnostic and therapeutic services for hearing, speech, and disorders**

Students are trained in the assessment and formulation of diagnosis for various communication disorders, which involves detailed assessment of various parameters of Speech, Language and Hearing. The evaluation is carried out using subjective as well as objective tests. Various test batteries and instruments are used for differentially diagnosing individuals with speech, language, and hearing disorders.

### **Therapeutic services**

Individual and group therapeutic sessions are provided by undergraduate and postgraduate students for persons with communication disorders. Students are posted in all the departments in every semester so that they get exposure to the various types of communication disorders.

Therapeutic services include

- Language therapy for individuals with Hearing impairment, Autism, Cerebral palsy, Intellectual disability, Language delay, and adult neurogenic disorders such as aphasia, dementia, right hemisphere damage, dysarthria and other cognitive deficits.
- Articulation therapy for speech sound disorders, cleft lip and palate and dysarthria.
- Voice therapy for individuals with organic, functional and psychogenic voice disorders.
- Fluency therapy for stuttering, cluttering, and other fluency disorders.
- Swallow therapy for individuals with dysphagia (Neurogenic/ Head and neck cancers)
- Auditory verbal therapy for children with cochlear implants
- Behavioural therapy for children with autism
- Remedial therapy for children with learning disability.
- Physiotherapy and occupational therapy for individuals with neuromotor problems and sensory issues.

### **Special units:**

- Voice clinic
- Fluency unit
- Adult language unit
- Speech sound disorder unit
- Child language disorder unit

- Dysphagia unit
- Hearing impairment unit
- Speech Sound Disorders unit
- Auditory Verbal Therapy Unit
- Vertigo and Balance Clinic

### **Hands-on training in Community programs**

Undergraduate students participate in outreach programs like camps and school screening for hearing and speech assessment in rural and urban Bangalore. Undergraduate students engage in a 10-month internship, where they get external posting for 6 months in various speech and hearing clinics or institutes in and around Bangalore.



## 5. CONCLUSION

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### **Additional Information :**

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### **Concluding Remarks :**

Dr.SRCISH is committed to providing affordable services to individuals with communication and swallowing difficulties keeping in mind the current trends in practices. We also develop manpower that delivers services in an ethical and compassionate manner irrespective of caste creed, gender or religion. we believe in research that is clinically relevant and applicable to those in need.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years            Answer before DVV Verification : 144            Answer after DVV Verification: 45</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years            Answer before DVV Verification : 480            Answer after DVV Verification: 480</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																														
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings            Answer before DVV Verification : 72            Answer after DVV Verification: 36</p> <p>Remark : DVV has made the changes as per shared report by HEI.</p>																														
2.1.2	<p>Average percentage of seats filled in for the various programmes as against the approved intake</p> <p>2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>84</td> <td>81</td> <td>95</td> <td>95</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>82</td> <td>81</td> <td>91</td> <td>95</td> </tr> </tbody> </table> <p>2.1.2.2. Number of approved seats for the same programme in that year</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>125</td> <td>118</td> <td>113</td> <td>113</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	53	84	81	95	95	2021-22	2020-21	2019-20	2018-19	2017-18	53	82	81	91	95	2021-22	2020-21	2019-20	2018-19	2017-18	109	125	118	113	113
2021-22	2020-21	2019-20	2018-19	2017-18																											
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53	82	81	91	95																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
109	125	118	113	113																											

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	123	118	113	113

Remark : DVV has made the changes as per shared report by HEI.

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

2.1.3.1. Number of students admitted from other states year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	31	33	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	29	21	19	17

Remark : DVV has made the changes as per shared report by HEI.

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report by HEI.

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

105.9489 4	100.6298 6	168.6497 7	138.8907 9	134.4826 2
---------------	---------------	---------------	---------------	---------------

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57.59	100.6298 6	56.2	88.21	60.85

Remark : DVV has made the changes as per shared reports of xpenditure incurred, excluding salary, for infrastructure development and augmentation by HEI.

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years

4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	2	11.31	1.88	0.15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.96	2.00	11.31	1.87	0.15

Remark : DVV has converted the value into lakhs.

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105.94	100.62	168.64	138.89	134.48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
74.65	29.11	98.32	41.33	69.32

Remark : DVV has made the changes as per shared report of EP-3.1

5.1.3	<p>Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has given the input "0" as per HEI claification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	5	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	5	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
6.4.3	<p>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</p> <p>6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1267"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1128884</td> <td>8798995</td> <td>1473452 0</td> <td>1466929 1</td> <td>1389697 7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11.28884</td> <td>87.98995</td> <td>147.3452</td> <td>146.6929</td> <td>138.9697</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1128884	8798995	1473452 0	1466929 1	1389697 7	2021-22	2020-21	2019-20	2018-19	2017-18	11.28884	87.98995	147.3452	146.6929	138.9697
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
11.28884	87.98995	147.3452	146.6929	138.9697																	

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1760 986 1872"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>114.90</td> <td>102.64</td> <td>179.96</td> <td>140.77</td> <td>134.64</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1951 986 2063"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>141.2</td> <td>131.73</td> <td>165.83</td> <td>131.41</td> <td>130.87</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	114.90	102.64	179.96	140.77	134.64	2021-22	2020-21	2019-20	2018-19	2017-18	141.2	131.73	165.83	131.41	130.87
2021-22	2020-21	2019-20	2018-19	2017-18																	
114.90	102.64	179.96	140.77	134.64																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
141.2	131.73	165.83	131.41	130.87																	

