



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Dr. S R Chandrasekhar Institute of Speech and Hearing
• Name of the Head of the institution	Dr. Rashmi J Bhat
• Designation	Principal & Deputy Director Academics
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	080-25460405
• Alternate phone No.	9448363467
• Mobile No. (Principal)	9448363467
• Registered e-mail ID (Principal)	drsrc.rashmi@speechear.org
• Alternate Email ID	college.srcish@gmail.com
• Address	Hennur Main Road, Lingarajapuram
• City/Town	Bangalore
• State/UT	Karnataka
• Pin Code	560084
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Private				
• Name of the Affiliating University	Bengaluru North University				
• Name of the IQAC Co-ordinator/Director	Ms. Sneha Mareen Varghese				
• Phone No.	9019676030				
• Alternate phone No.(IQAC)	080-25470037				
• Mobile No:	9019676030				
• IQAC e-mail ID	drsrc.iqac@speechear.org				
• Alternate e-mail address (IQAC)	college.srcish@gmail.com				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="http://www.speechear.org/download/s/AQAR%202020-2021-1.pdf">http://www.speechear.org/download/s/AQAR%202020-2021-1.pdf</a>				
<b>4.Was the Academic Calendar prepared for that year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.40	2017	30/10/2017	29/10/2022
<b>6.Date of Establishment of IQAC</b>			19/08/2011		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<b>Value Added Courses</b>		
<b>Academic Audit</b>		
<b>Field/ Industrial Visits</b>		
<b>Paperless Communication &amp; Workspace for IQAC</b>		
<b>Institute Journal</b>		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		
<b>Plan of Action</b>	<b>Achievements/Outcomes</b>	
<b>Linkages/ Collaborations</b>	<p>Links to and collaborations with educational institutions, medical facilities, and clinics have given students the chance to complete internships and provide services like free newborn hearing screenings and cochlear implants through the SAST and ADIP programmes.</p>	
<b>Academic &amp; Administrative Audit</b>	<p>Both internal and external faculty conducted academic audits for all the clinical</p>	

	<p>supervisors and teaching faculty. Faculty were able to enhance their methods for delivering the material thanks to the feedback they received. Additionally, they now use lesson plans based on LTP.</p>
<p>Upgradation of website</p>	<p>Our website has been undergoing upgrades. Current information has been updated regarding the Academic and Clinical services. The website has been made accessible to the general public so they may use it to book appointments and find out more about communication problems.</p>
<p>Field Visit</p>	<p>Field trips are scheduled in accordance with the students' semester assignments. This year's class went on field trips to a multidisciplinary centre, a brain museum, a hearing aid company, and a neurodevelopmental centre. Additionally, UG students went on an informative trip to AIISH Mysore the previous year.</p>
<p>Institute Journal</p>	<p>Journal registered in 2023 under the Press and Registration of Books Act of 1867 The journal is now in the final phases before printing its second edition.</p>
<p>Paperless Communication</p>	<p>E-Salary Slips issued since mid of 2022 Circulars posted in WhatsApp group</p>
<p><b>13. Whether the AQAR was placed before statutory body?</b></p>	<p>No</p>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name	Date of meeting(s)
Nil	Nil
<b>14.Does the Institution have Management Information System?</b>	No
<ul style="list-style-type: none"> <li>If yes, give a brief description and a list of modules currently operational</li> </ul>	
<b>15.Multidisciplinary / interdisciplinary</b>	
RCI, which regulates the industry, establishes the standards for speech and hearing courses. NEP is not yet covered in this course. NEP readiness is consequently constrained.	
<b>16.Academic bank of credits (ABC):</b>	
There is no provision for developing ABC since RCI develops the course curricula and because the regulating authority has not decided whether to establish NEP for academic programmes based on speech and hearing. The curriculum of the institute is decided by RCI. NEP is still not a part of this programme at RCI. NEP readiness is consequently constrained.	
<b>17.Skill development:</b>	
The four-year UG course BASLP and the specialised master's programmes, M.Sc. Audiology and M.Sc. Speech-Language Pathology is already oriented towards skill development with hands-on training in the clinics for about half of the academic programme. Value-added courses, however, move information and abilities from theory to practical use.	
<b>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
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 the University mandates. The Diploma in Special Education students, if required are exposed to coursework in the local language	
<b>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</b>	

The curriculum is designed to prepare students for the workforce in India and around the world once they graduate by keeping them up to date with technological trends and methods for dealing with people who have speech, language, hearing, and swallowing difficulties.

## 20.Distance education/online education:

Although COVID-19 supports online learning, as this course includes theory and practicals, hands-on training and in-person instruction are preferred.

## Extended Profile

### 1.Student

2.1 250

Total number of students during the year:

File Description	Documents
Data Template	No File Uploaded

2.2 77

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	No File Uploaded

2.3 81

Number of first year students admitted during the year

File Description	Documents
Data Template	No File Uploaded

### 2.Institution

4.1 114.9

Total expenditure, excluding salary, during the year (INR in Lakhs):

File Description	Documents
Data Template	No File Uploaded

<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	27
File Description	Documents
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	27
File Description	Documents
Data Template	No File Uploaded
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curricular Planning and Implementation</b>	
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.	
<p>The collage adheres to the Rehabilitation Council of India's curriculum, which has been duly approved by Bengaluru North University for both undergraduate and graduate programmes. According to the 14+2 week academic calendar, disciplines are divided into 6 semesters for undergrads and 4 semesters for graduate students. Both theoretical and clinical exposure are equally important components of the course. An 8-hour day is split into 4 hours of theory classes and 4 hours of clinical work, either assessment or rehabilitation, depending on the semester of study. At least two weeks prior to the start of each semester, the Principal has meetings with the Heads of departments and senior faculty to discuss the delivery of the curriculum for those semesters'. The distribution of subjects is based on interest/specialization of the faculty. Each year's field trips are scheduled according to the curriculum. Students benefit from receiving live demonstrations, functional models, and clinical setups of various setups that aid in the advancement of their education. The schedule for the semester internal evaluation tests is created by the exam coordinator. To ensure prompt intervention, the class teacher keeps an eye on both the student's attendance and general performance. By having professionals who guide and instruct students on practical topics, value-added courses are offered to</p>	

assist students put theory into practice.

File Description	Documents
Minutes of the meeting of the college curriculum committee	<a href="http://www.speechhear.org/downloads/Minutes-CDC%201.pdf">http://www.speechhear.org/downloads/Minutes-CDC%201.pdf</a>
Any other relevant information.	Nil

### 1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

5

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	<a href="#">View File</a>
Scanned copies of the letters supporting the participation of teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

### 1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

#### 1.2.1.1 - Number of courses offered across all programmes during the year

93

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	<a href="#">View File</a>
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded



**1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year****144**

File Description	Documents
Details of the students enrolled in subject-related	<a href="#">View File</a>
Certificate/Diploma/Add-on courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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

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 alumnus also provide the students with current rights also emerging demographic issues and professional ethics followed in India and abroad.

File Description	Documents
List of courses with their descriptions	<a href="https://speechear.org/naac/1.3.1.pdf">https://speechear.org/naac/1.3.1.pdf</a>
Any other relevant information	Nil

**1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills****2**

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	<a href="#">View File</a>
List of-value added courses (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3.3 - Number of students enrolled in the value-added courses during the year

144

File Description	Documents
List of students enrolled in value-added courses (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

200

File Description	Documents
Any other relevant information	No File Uploaded
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	<a href="#">View File</a>
Total number of students in the Institution	<a href="#">View File</a>

## 1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	C. Any 2 of the above
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File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View File</a>
URL for feedback report	Nil
Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected**

**B. Any 3 of the Above**

File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.**

**2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year**

**3**

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	No File Uploaded
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View File</a>
Information as per data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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 File</a>
Any other relevant information	No File Uploaded
Data template	<a href="#">View File</a>

### 2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

#### 2.1.3.1 - Number of students from other states; during the year

53

File Description	Documents
Total number of students enrolled in th	<a href="#">View File</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View File</a>
Institutional data in prescribed format (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Catering to Student Diversity

**2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement**

**E. None of the Above**

File Description	Documents
Any other relevant information	No File Uploaded
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View File</a>
Details of special programmes for slow performers and advanced Learners	No File Uploaded
Student participation details and outcome records	No File Uploaded

### 2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
81	27

File Description	Documents
List of students enrolled in the preceding academic year	<a href="#">View File</a>
List of full time teachers in the preceding academic year in the college	<a href="#">View File</a>
Institutional data in prescribed format (data templates)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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)

In the institute, all-around development is emphasised. Students receive the chance to take part in various events where they can display their extracurricular talents, such as Talents Day and Sports Day university-level sports, Intercollegiate cultural and sports meets, Student leaders typically plan and execute these. The students have consistently worked to display their best efforts, and as a result, they have participated in various events and received numerous outstanding honours over the years. The Institute is furnished with Indoor sports facilities. A Co-curricular Activity Hour is allotted on each of the three Thursdays in a month. The other Thursday is designated as an Expert Series hour, during which students can engage with experts from non-core disciplines. Also, students take part in charity drives and community service projects like National Pulse Polio programme, free speech and hearing screenings in rural regions, and awareness campaigns for speech and hearing problems to foster a feeling of community-focused accountability. Students also have the chance to artistically compile resources for speech and hearing care awareness by taking part in events like World Hearing Day, World Voice Day, World Brain Injury Day, and International Cochlear Implant Awareness Day, among others.

File Description	Documents
Appropriate documentary evidence	<a href="http://www.speechear.org/downloads/2.2.3%20-%20Institution%20facilitates%20building%20and%20sustenance%20of%20innate%20talent%20.pdf">http://www.speechear.org/downloads/2.2.3%20-%20Institution%20facilitates%20building%20and%20sustenance%20of%20innate%20talent%20.pdf</a>
Any other relevant information	Nil

## 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

### 1&2 Experiential and Interdisciplinary Learning:

Apart from mandated clinical exposure Interns receive exposure from Psychology unit whereas postgraduates receive exposure to specialised procedures such as Intra-operative monitoring in cochlear Implants and radiologic Evaluation of Swallowing. Field visits to important centres are regularly arranged. In addition, new-born hearing screening, school screening and practical using laboratories are organized to improve their clinical expertise.

### 3&4. Participatory Learning & Problem-Solving Methodologies:

Group discussions/ assignments, flip lessons and case-based quizzes are default teaching approaches. Compulsory clinical conferences and journal clubs help students conduct in-depth research and moderate discussions. The institute organizes national level seminars in which students actively participate and interact with experts.

6&9: Patient-centric Learning and Role play: Role playing is emphasised specially to teach counselling. This has helped in educating about patient-centred behaviours. Clinical conferences and journal clubs demand that students conduct in-depth literature reviews and support their position.

5&8: Project Based Learning, Learning in the Humanities & Evidence-Base Self Directed Learning: Students are encouraged to come up with new ideas and work in teams or alone for projects. Students have created several anatomical models, pamphlets, posters, and logos for spreading awareness. Self-directed learning is materialised via fieldtrips, cultural, projects, sports, and charitable endeavours.

File Description	Documents
Learning environment facilities with geo tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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File Description	Documents
Learning environment facilities with geo tagged photographs	<a href="http://www.speechhear.org/downloads/2.3.1%20Learning%20environment%20facilities%20with%20Geotagging.pdf">http://www.speechhear.org/downloads/2.3.1%20Learning%20environment%20facilities%20with%20Geotagging.pdf</a>
Any other relevant information	Nil

**2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning**  
**The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

A. All of the Above

File Description	Documents
List of clinical skills models	<a href="#">View File</a>
Geo tagged photographs of clinical skills lab and simulation centre	<a href="#">View File</a>
List of training programmes conducted in the facilities during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

In the Institute, using ICT-enabled tools is a common practise. Every class has a TV display that can be used with a computer to project presentations. All educators employ these. E-resources including audio, video, and other extra multimedia assets are routinely employed to improve learning process. Digital assessments of students' comprehension of Continuous Education Programs are also made using Google Forms. A smart board is also available in the seminar room to support interactive learning. A/V systems are also installed in the institute auditorium to support group-based e-

learning activities. High speed Internet, access to e-books and periodicals (Thieme, EndList), photocopying, and printing services are all available in the Institute Library.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	<a href="http://www.speechear.org/downloads/2.3.3%20Details%20of%20ICT-enabled%20tools%20used%20for%20teaching%20and%20learning.pdf">http://www.speechear.org/downloads/2.3.3%20Details%20of%20ICT-enabled%20tools%20used%20for%20teaching%20and%20learning.pdf</a>
List of teachers using ICT-enabled tools (including LMS)	<a href="http://www.speechear.org/downloads/2.3.3%20List%20of%20%20Full%20Time%20teachers%20using%20ICT.pdf">http://www.speechear.org/downloads/2.3.3%20List%20of%20%20Full%20Time%20teachers%20using%20ICT.pdf</a>
Webpage describing the “LMS/ Academic Management System”	Nil
Any other relevant information	Nil

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

Number of Mentors	Number of Students
10	202

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Students are encouraged to artistically represent knowledge or data in the classroom, for example, by helping them create anatomical models, brochures, posters, and videos on communication problems. Students are encouraged to innovate in the conception and implementation of the aforementioned project-based learning tasks through the provision of unwavering support from their mentors.

The students also participate in a variety of awareness campaigns where they exercise their creativity and develop fresh, original ideas in order to draw attention to the subject matter and make it pertinent to the curriculum. In addition to taking internal exams,

students are also required to take case study- and concept-based quizzes, which help them develop their analytical and critical thinking skills. This is further strengthened by their participation in journal clubs and clinical conferences, where they examine every angle of the subject of their choice in order to defend their position.

File Description	Documents
Appropriate documentary evidence	<a href="http://www.speechear.org/downloads/2.3.5%20teaching%20learning%20process%20%20nurtures%20creativity,%20analytical%20skills.pdf">http://www.speechear.org/downloads/2.3.5%20teaching%20learning%20process%20%20nurtures%20creativity,%20analytical%20skills.pdf</a>
Any other relevant information	Nil

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of fulltime teachers against sanctioned posts during the year

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	<a href="#">View File</a>
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year

#### 2.4.2.1 - Number of fulltime teachers with Ph.D/ D.Sc./ D.Lit./DM/ M Ch/ DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

4

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provided by the university	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.4.4 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

276

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.4.6 - Number of teachers trained for development and delivery of e-content / e-courses during the year

1

File Description	Documents
Reports of the e-training programmes	<a href="#">View File</a>
e-contents / e-courses developed	No File Uploaded
Year –wise list of full time teachers trained during the year	No File Uploaded
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	<a href="#">View File</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	No File Uploaded
Any other relevant information	No File Uploaded

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

16

File Description	Documents
Institutional data in the prescribed format/ Data template	<a href="#">View File</a>
e-copies of award letters (scanned or softcopy)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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

At the start of each academic year, the academic calendar is created. The events scheduled for the year are listed on the calendar. Days denoting the start and end of the semester, likely exam dates, dates nternal evaluation, days of significance connected to speech and hearing (such as World Voice Day, World Hearing Day, etc.), and days with national and international significance are typically included in this (Earth Day, Environmental Day, Independence Day etc). For postgraduate students, days of significance linked to their dissertation are also included, such as

the probable dates for submitting a research proposal, having it reviewed by the institution's ethical committee, and submitting a dissertation. For maximum visibility, this calendar is posted on the student notice board, and procedures are in place to ensure that it is followed. This calendar had been altered during the COVID-19 pandemic with no noticeable delays. During the Offline-Online changeover, the teaching and learning process has been adaptive, and relevant modifications have always been incorporated in the academic calendar.

File Description	Documents
Academic calendar	<a href="http://www.speechhear.org/downloads/2.5.1%20Academic%20Calender.pdf">http://www.speechhear.org/downloads/2.5.1%20Academic%20Calender.pdf</a>
Dates of conduct of internal assessment examinations	Nil
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

**For University Exams:** The option for students to view their exam results online is available. The university handles the resolution of exam complaints, not the college. The college office helps the student in need by giving them the appropriate paperwork and advising them on the procedures to follow in order to submit their request to the university. This normally entails paying a fee within a set period of time, and upon receiving a request from the student, the university commences the procedure for a re-evaluation through the Chairperson Board of Examiners.

**For Internal Assessments:** Exams are held in accordance with the academic calendar. The format and evaluation of the exam are comparable to those of university exams. Students are informed of the findings, and feedback is provided as necessary. Students' complaints about the evaluation process are duly addressed, and the mentor or faculty member in question offers a resolution. For students who require it, remedial support is provided in the form of re-teaching ideas and administering tests.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	<a href="#">View File</a>
Number of grievances regarding University examinations/ Internal Evaluation	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

The semester final exams are held in accordance with the schedule established by Bengaluru North University. Under the direction of the Board of Examiners' chair, the questions are carefully crafted by the Board of Examiners. The syllabi serves as the basis for the question paper's format and evaluation scheme. The maximum marks given are in accordance with the syllabi's established demarcations. We use a Choice Based Credit System (CBCS) with theory and internal assessment components for evaluation. Continuous internal assessments are performed as a pre-course measure and to track their midcourse performance. Those that require remedial support are provided with the same along with feedback. Internal evaluation of the student includes assessing things like participation in class, completion of clinical diary, clinical acumen, etc. They frequently take OSCE and Viva voice exams to hone their clinical proficiency and problem-solving abilities. The marks assigned for these follow the syllabus and are determined by both internal and external examiners.

File Description	Documents
Information on examination reforms	<a href="http://www.speechear.org/downloads/2.5.3%20examination%20outcome%20or%20reform.pdf">http://www.speechear.org/downloads/2.5.3%20examination%20outcome%20or%20reform.pdf</a>
Any other relevant information	Nil

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system

The semester final exams are held in accordance with the schedule established by Bengaluru North University. Under the direction of the Board of Examiners' chair, the questions are carefully crafted by the Board of Examiners. The syllabi serves as the basis for the question paper's format and evaluation scheme. The maximum marks given are in accordance with the syllabi's established demarcations. We use a Choice Based Credit System (CBCS) with theory and internal assessment components for evaluation. Continuous internal assessments are performed as a pre-course measure and to track their midcourse performance. Those that require remedial support are provided with the same along with feedback. Internal evaluation of the student includes assessing things like participation in class, completion of clinical diary, clinical acumen, etc. They frequently take OSCE and Viva voice exams to hone their clinical proficiency and problem-solving abilities. The marks assigned for these follow the syllabus and are determined by both internal and external examiners.

File Description	Documents
Information on examination reforms	<a href="http://www.speechear.org/downloads/2.5.3%20examination%20outcome%20or%20reform.pdf">http://www.speechear.org/downloads/2.5.3%20examination%20outcome%20or%20reform.pdf</a>
Any other relevant information	Nil

**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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support**

**A. All of the Above**



File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Policy document of midcourse improvement of performance of students	<a href="#">View File</a>
Re-test and Answer sheets	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

The Rehabilitation Council of India creates the curriculum, which is then governed by Bengaluru North University. Each course's and subject's predetermined goals are listed in the curriculum. There are specific theoretical and practical outcomes for both UG and PG courses. A hard copy of the syllabus is preserved at the library, and students may download it for free from the Bengaluru North University website. The curriculum is based on the Choice Based Credit System (CBCS), and the number of hours permitted for each topic, suggested readings, and specifics about exam results are all described in depth in the syllabus. Each student receives a hard copy of the curriculum during the induction. To facilitate the creation of subject-specific action/lesson plans, all involved faculty receive a copy of the syllabus through mail at the start of the academic year. Regular faculty meetings are used to evaluate student progress in their courses. Written exams, quizzes, viva voce/OSCE exams, and other forms of testing are used to evaluate the course outcomes.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	<a href="http://www.speechear.org/downloads/2.6.1%20%20%202.6.3%20Syllabus%20with%20course%20outcomes.pdf">http://www.speechear.org/downloads/2.6.1%20%20%202.6.3%20Syllabus%20with%20course%20outcomes.pdf</a>
Methods of the assessment of learning outcomes and graduate attributes	Nil
Upload Course Outcomes for all courses (exemplars from Glossary)	<a href="http://www.speechear.org/downloads/2.6.1%20course%20outcomes.pdf">http://www.speechear.org/downloads/2.6.1%20course%20outcomes.pdf</a>
Any other relevant information	Nil

### 2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	<a href="#">View File</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	<a href="#">View File</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 File</a>
Trend analysis for the last year in graphical form	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

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 aforementioned results are guaranteed by meticulous academic planning that complies with regulatory body and institution requirements. Regular evaluations that consider clinical aptitude, theoretical knowledge and critical thinking, serve to ensure success on final exams. Since the beginning of the academic programme, the Institute has frequently produced university level rankings. Other measures including creative evaluation methods, field trips, and lab simulation exercises further enhance learning. As evidence of this, the pass rate has been excellent. The teaching-learning strategy used by the institute gives equal attention to activities outside of the curriculum by offering additional learning opportunities through value-added programmes, expert series, and extracurricular activities. These combined tactics guarantee positive results for the ward both professionally and personally.

File Description	Documents
Programme-specific learning outcomes	<a href="http://www.speechear.org/downloads/2.6.1%20%20%202.6.3%20Syllabus%20with%20course%20outcomes.pdf">http://www.speechear.org/downloads/2.6.1%20%20%202.6.3%20Syllabus%20with%20course%20outcomes.pdf</a>
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

The Governing Council and Internal Quality Assurance Cell includes Parent Representatives. Their concerns are appropriately taken into account and noted. Parents are informed about the students' attendance via mail and phone call by the mentors, as needed, and a face-to-face meeting with the mentor and principal is organised to discuss urgent issues, as needed. Attempts are being made to conduct parent teacher meeting on regular basis.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	<a href="http://www.speechear.org/downloads/2.6.4%20Parent%20Teacher%20Interaction.pdf">http://www.speechear.org/downloads/2.6.4%20Parent%20Teacher%20Interaction.pdf</a>
Follow up reports on the action taken and outcome analysis.	Nil
Any other relevant information	Nil

## 2.7 - Student Satisfaction Survey

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

Nil

File Description	Documents
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Database of all currently enrolled students (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

1

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
List of full time teachers recognized as PG/ Ph.D guides during the year.	No File Uploaded
List of full time teacher during the year.	<a href="#">View File</a>

### 3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

01

File Description	Documents
Fellowship award letter / grant letter from the funding agency	<a href="#">View File</a>
List of teachers and their national/international fellowship details (Data templates)	<a href="#">View File</a>
E-copies of the award letters of the teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
01	0

File Description	Documents
List of research projects and funding details during the year (Data template)	No File Uploaded
List of research projects and funding details during the year (Data template)	<a href="#">View File</a>
Link for funding agencies websites	Nil
Any other relevant information	No File Uploaded

### 3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

DR. SRC ISH developed a sound measurement mannequin named Karna (which means ear) based on the Jolene's harmful decibels. Karna analyses the sound output of portable audio players to make people aware of the detrimental effects of constantly listening to loud music or other disturbances. As part of this funded project, six mannequins were made. One has been permanently installed at Mount Carmel College, Bangalore for frequent measurements by students. We receive updates in this regard. The mannequin is used by the institution to promote awareness of noise-induced hearing loss and recreational hearing loss in a variety of settings. The mannequin was unveiled, and public awareness was increased in accordance with the theme of the 2022 World Hearing Day, "To hear for life, listen with care." The mannequin was unveiled, and public awareness was increased in accordance with the theme of the 2022 World Hearing Day, "To hear for life, listen with care." College students were given additional focus for raising awareness because they were a targeted demographic that used more personal listening devices. When researchers spoke at institutes, they emphasised the dangers of continual usage of loud Personal Listening Devices. As a result, pupils began to pay attention and were able to recognise and apply what they had learned. Financial assistance was provided to one of the students to attend international conferences held at France and Montreal. Review by research technical committee and IEC was also conducted for the student dissertations and other research projects.

File Description	Documents
Details of the facilities and innovations made	<a href="http://www.speechear.org/downloads/3.2.1%20Details%20of%20facilities%20and%20innovations.pdf">http://www.speechear.org/downloads/3.2.1%20Details%20of%20facilities%20and%20innovations.pdf</a>
Any other relevant information	Nil

### 3.2.2 - 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 year

15

File Description	Documents
List of workshops/seminars during the year(Data template)	<a href="#">View File</a>
Reports of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3 - Research Publications and Awards

#### 3.3.1 - The institution ensures implementation of its stated Code of Ethics for research

**3.3.1.1 - 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

File Description	Documents
Institutional Code of Ethics document (Data Template)	<a href="#">View File</a>
Minutes of meetings of the committees with reference to the code of ethics	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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: There is an Institutional ethics committee which oversees**

A. All of the Above

**the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed**

File Description	Documents
Institutional Code of Ethics document	No File Uploaded
Minutes of meetings of the committees with reference to the code of ethics	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers\* of the Institution during the year**

**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 year**

2

File Description	Documents
Any other relevant information	<a href="#">View File</a>
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	<a href="#">View File</a>
List of teachers recognized as guides during the year	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Letter of PG guide recognition from competent authority	<a href="#">View File</a>

**3.3.3 - 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 year**

**3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year**

14



File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	No File Uploaded
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year**

0

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Extension Activities**

**3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year**

34

File Description	Documents
List of extension and outreach activities during the year (Data Template)	<a href="#">View File</a>
List of students in NSS/NCC involved in the extension and outreach activities during the year	No File Uploaded
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.4.2 - Number of students participating in extension and outreach activities during the year

83

File Description	Documents
Reports of the events organized	No File Uploaded
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	<a href="#">View File</a>
List of students who participated in extension activities during the year	<a href="#">View File</a>
Geotagged photographs of extension activities	No File Uploaded

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

We have not received any awards for extension activities

File Description	Documents
List of awards for extension activities in the year	Nil
e-copies of the award letters	Nil
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

A range of extension initiatives instilled in the students a sense of social responsibility and overall growth.

Public and school screening camps: Several public and educational screening camps were held in and around Bangalore.

World Hearing Day: In honour of World Hearing Day, the Department of Hearing Studies held a number of activities centred on the theme proposed by WHO. The theme for World Hearing Day in 2022 was "To hear for life, listen with care," and KARNA helped organise a free hearing screening as well as an awareness session.

World Voice Day :.World Voice Day celebrations began on the 29th of March, 2022, with school screenings for adolescents at Bright Public School in Bangalore.

"International Day of Persons with Disability" & "World Disability Day": On the occasion of the "International Day of Persons with Disability" on December 3rd, Mr Suresh T., Vice Principal, spoke about the roles of parents and professionals in the education of children with hearing impairment.

World Cochlear Implant day: The programme was themed "Your Child Can Hear Too- How a Cochlear Implant Can Help" and was hosted for the general public on International Cochlear Implant Day. A free consultation was also offered on that day. International Cochlear Implant Day was virtually observed in 2022

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	<a href="http://www.speechear.org/downloads/3.4.4%20Institutional%20Social%20Responsibilities%20Activities.pdf">http://www.speechear.org/downloads/3.4.4%20Institutional%20Social%20Responsibilities%20Activities.pdf</a>
Any other relevant information	Nil

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

5

File Description	Documents
Certified copies of collaboration documents and exchange visits	<a href="#">View File</a>
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	<a href="#">View File</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	No File Uploaded

#### 3.5.2 - Total number of Functional MoUs 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. during the year

10

File Description	Documents
List of functional MoUs for the year (Data Template)	<a href="#">View File</a>
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	<a href="#">View File</a>
List of partnering Institutions/ Industries /research labs with contact details	No File Uploaded
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.2 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

The courses offered by the institution are in compliance with the regulations set by the Rehabilitation Council of India. The classrooms, seminar hall, and auditorium are equipped with Information and Communication Technology (ICT) tools. There are two specialized science labs, one for hearing and another for speech, located on the ground floor for hands-on clinical education. These air-conditioned labs provide an optimal learning environment for students. In addition, both undergraduate and postgraduate students complete clinical practicum requirements by working in the departments of Hearing Studies, Speech Language Studies, and Psychology. This multidisciplinary approach helps to improve their clinical skills and experiences.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	<a href="http://www.speechear.org/downloads/4.1.2%20List%20of%20available%20teaching-learning%20facilities.pdf">http://www.speechear.org/downloads/4.1.2%20List%20of%20available%20teaching-learning%20facilities.pdf</a>
Geo tagged photographs	<a href="http://www.speechear.org/downloads/4.1.2Geotagged%20photographs%20of%20class%20rooms%20seminar%20halls%20with%20ICT%20enabled%20facilities%20with%20list%20for%202021-22.pdf">http://www.speechear.org/downloads/4.1.2Geotagged%20photographs%20of%20class%20rooms%20seminar%20halls%20with%20ICT%20enabled%20facilities%20with%20list%20for%202021-22.pdf</a>
Any other relevant information	Nil

4.1.4 - 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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

The institute's campus covers an area of 2428.11 square meters, or 0.6 acres. The facility includes a gym, seminar hall, auditorium, and a multi-purpose hall for student-led extracurricular activities. The student association (SASH) organizes annual cultural events, such as a talent show, indoor and outdoor sports activities, and festivals that celebrate the diverse cultural backgrounds of the students and staff. A rented playground is used for the duration of the outdoor sports events, and all students and staff participate wholeheartedly. Everyone takes part in these activities with great enthusiasm.

File Description	Documents
List of available sports and cultural facilities	<a href="http://www.speechear.org/downloads/4.1.4%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf">http://www.speechear.org/downloads/4.1.4%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf</a>
Geo tagged photographs	<a href="http://www.speechear.org/downloads/4.1.4%20Geotagged%20Photographs%20of%20sports%20and%20cultural%20facilities%20pdf.pdf">http://www.speechear.org/downloads/4.1.4%20Geotagged%20Photographs%20of%20sports%20and%20cultural%20facilities%20pdf.pdf</a>
Any other relevant information	Nil

4.1.5 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

The institute campus provides many amenities for both staff and students. On-campus housing is available for both male and female students, with a capacity of 32 and 96 residents, respectively, and 24/7 Wi-Fi is provided. The campus also has a canteen that serves both North and South Indian cuisine, as well as a snack point. The infrastructure of the institute includes a seminar hall, an auditorium, and a multi-purpose hall for both academic and extracurricular activities. The campus is equipped with computers and high-speed Wi-Fi, 24-hour security, daily cleaning services, CCTV cameras, a lift, accessible ramps for individuals with disabilities, a doctor for medical emergencies, biometric devices for staff and students, filtered drinking water, fire alarms and fire extinguishers, and toilets for those with disabilities. The nearest post office and SBI bank are located within 1.5 kilometers and 500 meters of the institute, respectively.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	<a href="http://www.speechear.org/downloads/4.1.5%20Photographs%20Geo%20tagging%20of%20Campus%20facilities.pdf">http://www.speechear.org/downloads/4.1.5%20Photographs%20Geo%20tagging%20of%20Campus%20facilities.pdf</a>
Any other relevant information	Nil

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

File Description	Documents
Audited utilization statements (highlight relevant items)	<a href="#">View File</a>
Details of budget allocation, excluding salary during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2 - Clinical, Equipment and Laboratory Learning Resources**

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment,

clinical teaching/learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The institute strives to provide both academic and clinical training. All classrooms are equipped with ICT tools to enhance the teaching and learning process. The faculty regularly assess student performance and use Faculty Development Program strategies to ensure that students receive the best education possible. Clinical facilities are provided through the departments of Speech Language Studies, Hearing Studies, and Psychology. The institute has specialized units for cochlear implantation, vertigo and balance, adult rehabilitation, auditory verbal therapy, child language disorders, adult language disorders, fluency disorders, voice disorders, dysphagia, speech sound disorders, and sign language. Students are divided into groups to gain hands-on clinical experience, and all departments are equipped with advanced technology and equipment. The institute also has a dedicated "Mobile Bus," which is sound-treated and provides free services to rural and suburban communities through camps. The Department of Hearing Studies conducts newborn hearing screenings in government tertiary hospitals to diagnose and rehabilitate newborns as early as possible.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	<a href="http://www.speechear.org/downloads/4.2.1The%20facilities%20as%20per%20the%20stipulations%20of%20the%20respective%20Regulatory%20Bodies.pdf">http://www.speechear.org/downloads/4.2.1The%20facilities%20as%20per%20the%20stipulations%20of%20the%20respective%20Regulatory%20Bodies.pdf</a>
The list of facilities available for patient care, teaching-learning and research	<a href="http://www.speechear.org/downloads/4.2.1%20List%20of%20facilities%20available%20for%20patient%20care,%20teaching-learning%20and%20research.pdf">http://www.speechear.org/downloads/4.2.1%20List%20of%20facilities%20available%20for%20patient%20care,%20teaching-learning%20and%20research.pdf</a>
Any other relevant information	Nil

#### 4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

##### 4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

15943



File Description	Documents
Any other relevant information	No File Uploaded
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	<a href="#">View File</a>
Outpatient and inpatient statistics for the year	<a href="#">View File</a>
Link to hospital records/ Hospital Management Information System	Nil

#### 4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

##### 4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

77

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	No File Uploaded
Details of the Laboratories, Animal House & Herbal Garden	No File Uploaded
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations**

**D. Any 1 of the Above**

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	No File Uploaded
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	<a href="#">View File</a>
Government Order on allotment/assignment of PHC to the institution	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The institute has a library management system. The use of NewGenLib helps the institute efficiently manage its library resources and provide access to relevant information for students and faculty. The fact that it was declared free and open-source under the GNU GPL makes it accessible to a wider range of users, which is a positive step for the library and the institute. The latest version of NewGenLib, 3.1.1, released in 2015, provides users with access to updated features and functions, and it has been available in the institute library since 2020 to provide up-to-date resources to its users.

File Description	Documents
Geo tagged photographs of library facilities	<a href="http://www.speechear.org/downloads/4.3.1%20Geotagged%20photographs%20of%20library%20facilities.pdf">http://www.speechear.org/downloads/4.3.1%20Geotagged%20photographs%20of%20library%20facilities.pdf</a>
Any other relevant information	Nil

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The institute has a library management system. The use of NewGenLib helps the institute efficiently manage its library resources and provide access to relevant information for students and faculty. The

fact that it was declared free and open-source under the GNU GPL makes it accessible to a wider range of users, which is a positive step for the library and the institute. The latest version of NewGenLib, 3.1.1, released in 2015, provides users with access to updated features and functions, and it has been available in the institute library since 2020 to provide up-to-date resources to its users.

File Description	Documents
Geo tagged photographs of library facilities	<a href="http://www.speechear.org/downloads/4.3.1%20Geotagged%20photographs%20of%20library%20facilities.pdf">http://www.speechear.org/downloads/4.3.1%20Geotagged%20photographs%20of%20library%20facilities.pdf</a>
Any other relevant information	Nil

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

Library and Information Centre caters to the information needs of students and faculty. The area of Central Library is about 2000 sqft with a seating capacity of 70. It has a collection of more than 3049 volumes of books. Library has a spacious Stock section, Reference section and Personal study area.

The Central Library allows access to on-line Journals, E-Books, Project Reports, Technical magazines & Books. Our College Library is a member of the Inflibnet (N-List), Thieme publication and ILL (Inter Library Loan).

The library provides SC/ST Book Bank facility and also has a separate SC/ST section funded by Social Welfare Department, Government of Karnataka.

Library has got reprographic facility and its annual budget for the academic year 2021-22 is 9 lakhs.

Year

No of Book existing

Added books for the year

No of Reference books existing

**Added reference books for the year**

**No of Journals for the year**

2021-22

2986

63

1088

51

20

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	<a href="http://www.speechear.org/downloads/4.3.2%20Data%20on%20acquisition%20of%20books%20_%20journals%20_Manuscripts%20_ancient%20books%20etc.,%20in%20the%20library.pdf">http://www.speechear.org/downloads/4.3.2%20Data%20on%20acquisition%20of%20books%20_%20journals%20_Manuscripts%20_ancient%20books%20etc.,%20in%20the%20library.pdf</a>
Geotagged photographs of library ambience	<a href="http://www.speechear.org/downloads/4.3.2%20Geotagged%20photographs%20of%20library%20ambience.pdf">http://www.speechear.org/downloads/4.3.2%20Geotagged%20photographs%20of%20library%20ambience.pdf</a>
Any other relevant information	Nil

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

**D. Any 1 of the Above**

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	<a href="#">View File</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

#### 8.4

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	<a href="#">View File</a>
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

#### Number per day usage of library by teacher and students

- Average number of walk-ins : 65-70 (Including staff and student)
- Average number of books issued/returned: 10-15
- Ratio of library books to students enrolled: 1: 12
- Number of books added for the year 63
- Average number of login to opac: (OPAC)

- Average number of login to e-resources: 10-12
- Average number of e-resources downloaded/printed: At the time of dissertation/ presentation, research is more average is 15-10s

Support provided by the library staff to the students and teachers 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 for the 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	Documents
Details of library usage by teachers and students	<a href="http://www.speechear.org/downloads/4.3.5%20E2%80%A2_Details%20of%20library%20usage%20by%20teachers%20and%20students_Library%20accession%20register.pdf">http://www.speechear.org/downloads/4.3.5%20E2%80%A2_Details%20of%20library%20usage%20by%20teachers%20and%20students_Library%20accession%20register.pdf</a>
Details of library usage by teachers and students	<a href="http://www.speechear.org/downloads/4.3.5%20E2%80%A2_Details%20of%20library%20usage%20by%20teachers%20and%20students_Library%20accession%20register.pdf">http://www.speechear.org/downloads/4.3.5%20E2%80%A2_Details%20of%20library%20usage%20by%20teachers%20and%20students_Library%20accession%20register.pdf</a>
Any other relevant information	Nil

<b>4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional</b>	<b>D. Any 1 or 2 of the Above</b>
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**LMS e-PG-Pathshala Any other**

File Description	Documents
Links to documents of e-contents used	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

10

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	<a href="#">View File</a>
Geo-tagged photos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

• **Any other relevant information**

The institute has taken steps to ensure that its students and staff have access to technology and the internet. The 24/7 internet availability in the hostels and the high-speed computer browsing facility in the library makes it possible for students to access information and resources anytime, anywhere. The availability of a 140 MBPS BBNL and 100 MBPS BSNL connection provides the institute with a fast and reliable internet connection. All classrooms are ICT equipped with internet and Wi-Fi connection to provide students with a technology-rich learning environment. The modern facilities in the seminar hall, auditorium, and boardroom, including Wi-Fi connectivity enables staff and students to participate in virtual meetings and presentations. The institute annually updates its IT facilities and computer availability to provide students and staff

with the tools they need to succeed in the modern world.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	<a href="http://www.speechear.org/downloads/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities%20pdf.pdf">http://www.speechear.org/downloads/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities%20pdf.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/4.4.2%20Ledger%20account%20statement%20of%20Internet.pdf">http://www.speechear.org/downloads/4.4.2%20Ledger%20account%20statement%20of%20Internet.pdf</a>

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File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	<a href="http://www.speechear.org/downloads/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities%20pdf.pdf">http://www.speechear.org/downloads/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities%20pdf.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/4.4.2%20Ledger%20account%20statement%20of%20Internet.pdf">http://www.speechear.org/downloads/4.4.2%20Ledger%20account%20statement%20of%20Internet.pdf</a>

**4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**D. 50 MBPS - 250MBPS**



File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	No File Uploaded
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.5 - Maintenance of Campus Infrastructure

##### 4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

105.94

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	<a href="#">View File</a>
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The institute provides adequate facilities for both academic and cultural events. This is demonstrated by the presence of LCD projectors and air conditioners in the classrooms, seminar halls, and auditorium. This provides students with a comfortable and conducive learning environment. The provision of lockers for both staff and students provide a secure place to store their belongings.

The student association organises extracurricular activities, both indoor and outdoor. This way students get involved in activities beyond the classroom and develop their interests and skills.

Intercollegiate and University-level participation is encouraged to provide students with exposure to new challenges and opportunities. Likewise, there is a dedicated hour in the timetable for student extracurricular activities. The fact that attendance and credit points are given to students who participate during this hour is a great incentive for students to get involved and make the most of the opportunities available to them. Weekly clinical conferences, Journal clubs, Workshops, Seminars, and Conferences in the auditorium are held to bring people together and foster a sense of community. These events provide opportunities for students and staff to come together and engage with each other on a deeper level.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	<a href="http://www.speechear.org/downloads/4.5.2%20Minutes%20of%20the%20meetings%20of%20the%20Maintenance%20Committee%20pdf.pdf">http://www.speechear.org/downloads/4.5.2%20Minutes%20of%20the%20meetings%20of%20the%20Maintenance%20Committee%20pdf.pdf</a>
Log book or other records regarding maintenance works	<a href="http://www.speechear.org/downloads/4.5.2%20Log%20book%20or%20other%20records%20regarding%20maintenance%20works-29-55.pdf">http://www.speechear.org/downloads/4.5.2%20Log%20book%20or%20other%20records%20regarding%20maintenance%20works-29-55.pdf</a>
Any other relevant information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

**NIL**

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	No File Uploaded
List of students who received scholarships/ free ships/fee-waivers	No File Uploaded
Any other relevant information	No File Uploaded
Data template	<a href="#">View File</a>

#### 5.1.2 - Capability enhancement and

B. Any 5 or more of the Above

**development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development**

File Description	Documents
Any other relevant information	<a href="#">View File</a>
Link to Institutional website	<a href="http://www.speechhear.org/downloads/5.1.2%20Capability%20enhancement%20and%20development%20schemes%20employed%20by%20the%20Institution%20for%20students_.pdf">http://www.speechhear.org/downloads/5.1.2%20Capability%20enhancement%20and%20development%20schemes%20employed%20by%20the%20Institution%20for%20students_.pdf</a>
Details of capability enhancement and development schemes(Data Template)	<a href="#">View File</a>

### 5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

0

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	<a href="#">View File</a>
Institutional website. Web-link to particular program/scheme mentioned in the metric	Nil
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	No File Uploaded
list of students attending each of these schemes signed by competent authority	No File Uploaded
Any other relevant information	No File Uploaded

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

Describe the international student cell activities within 100 - 200 words

The institute does not have an international student cell. However, the institute provides admissions to students from various countries which therefore also ensures the availability of substantial experiential learning opportunities thus helping them establish themselves well in their respective countries across the profession.

File Description	Documents
For international student cell	Nil
Any other relevant information	Nil

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

**B. Any 3 of the Above**

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View File</a>
Circular/web-link/ committee report justifying the objective of the metric	Nil
Details of student grievances and action taken (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/**

**Defence/ UPSC/ State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year.****6**

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	<a href="#">View File</a>
Pass Certificates of the examination	No File Uploaded
Copies of the qualifying letters of the candidate	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.2.2 - Number of outgoing students who got placed / self-employed during the year****35**

File Description	Documents
Annual reports of Placement Cell	<a href="#">View File</a>
Self-attested list of students placed /self-employed	No File Uploaded
Details of student placement / self-employment during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education****11**

File Description	Documents
Supporting data for students/alumni as per data template	<a href="#">View File</a>
Details of student progression to higher education (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year**

8

File Description	Documents
Duly certified e-copies of award letters and certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words**

Students association of speech and hearing (SASH) is a student organization that conducts programs throughout the year and provides a platform for students to showcase their talents in various fields of interest, which adds an essence of fun into the lives of the students. It plays an integral part in the life of students at ISH and everyone looks forward to the programs throughout the academic year. This organization is well supported by the cultural and sports committee of the institute.

SASH has been able to successfully conduct numerous activities within the span of June 2021-August 2022 including:

Ganesha chaturthi, Teacher's Day, Ethnic Day, Talent's Day, SASH CUP football tournament and also have encouraged the active participation of students in intercollegiate and intra collegiate events including Indoor sports meet and BNU cultural fest.

File Description	Documents
Reports on the student council activities	<a href="http://www.speechear.org/downloads/5.3.2%20Reports%20on%20the%20student%20council%20activities%20.pdf">http://www.speechear.org/downloads/5.3.2%20Reports%20on%20the%20student%20council%20activities%20.pdf</a>
Any other relevant information	Nil

**5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year**

9

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	<a href="#">View File</a>
Report of the events with photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The Alumni Association has been able to successfully conduct webinars by identifying eminent speakers amongst the alumni who could engage our students with clinically relevant topics. The same are inclusive of Documentation tips, practical tips in handling patients across various age groups in an audiology clinic, Dysphagia in neurogenic adults, Mediated learning experience and Navigating the brain: what to know. Dr. Sudhin Karuppali, Alumnus, undergraduate batch of 2007 and postgraduate batch of 2009, delivered a talk on "Best Practices for students of Speech and Hearing", on 5th May.

File Description	Documents
Registration of Alumni association	Nil
Details of Alumni Association activities	<a href="http://www.speechear.org/downloads/5.4.1%20Alumni%20involvement%20and%20developmental%20activities%20.pdf">http://www.speechear.org/downloads/5.4.1%20Alumni%20involvement%20and%20developmental%20activities%20.pdf</a>
Frequency of meetings of Alumni Association with minutes	Nil
Quantum of financial contribution	Nil
Audited statement of accounts of the Alumni Association	Nil

5.4.2 - Provide the areas of contribution by the

E. None of the Above

**Alumni Association / chapters during the year  
Financial /kind Donation of books  
/Journals/volumes Students placement Student  
exchanges Institutional endowments**

File Description	Documents
List of Alumni contributions made during the year	No File Uploaded
Extract of Audited statements of highlighting Alumni Association contribution	No File Uploaded
Certified statement of the contributions by the head of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

## **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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

The Institute has a rich history spanning over 4 decades with clear objectives of accessibility and affordability of services for individuals with communication difficulties. The college, being an integral part of it, has specialized graduation, post-graduation, post-graduate diploma and PhD courses to train rehabilitation professionals for communication disorders. Alumni have become notable professionals and contributed to the growth of the field within and outside our country.

The management committee has successfully provided a nurturing environment for students and faculty to implement best practices in clinical services and realize their academic potential. It supervises overall activities and makes policy decisions during regular meetings. The Management Committee Members (MCM) regularly interact with all stakeholders, take advice from various committees and advisory bodies and the Governing Council, and implement them for smooth and successful functioning of the Institute.

Academic programs are moderated by the principal along with the MCM, IQAC, committees, student bodies and university bodies. These



academic programs include theoretical and clinical training in line with the vision of the College.

Curricular and co-curricular activities are planned to provide multiple avenues for students and staff to showcase their creative and academic potential and spread awareness about the field.

File Description	Documents
Vision and Mission documents approved by the College bodies	<a href="https://www.speechear.org/vision-mission-statement/">https://www.speechear.org/vision-mission-statement/</a>
Achievements which led to Institutional excellence	<a href="http://www.speechear.org/downloads/6.1.1%20Achievements%20which%20led%20to%20Institutional%20Excellence.pdf">http://www.speechear.org/downloads/6.1.1%20Achievements%20which%20led%20to%20Institutional%20Excellence.pdf</a>
Any other relevant information	Nil

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

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multiple avenues for students and staff to showcase their creative and academic potential and spread awareness about the field.

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Vision and Mission documents approved by the College bodies	<a href="https://www.speechear.org/vision-mission-statement/">https://www.speechear.org/vision-mission-statement/</a>
Achievements which led to Institutional excellence	<a href="http://www.speechear.org/downloads/6.1.1%20Achievements%20which%20led%20to%20Institutional%20Excellence.pdf">http://www.speechear.org/downloads/6.1.1%20Achievements%20which%20led%20to%20Institutional%20Excellence.pdf</a>
Any other relevant information	Nil

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

There is a hierarchical system in place to govern and regulate the college. It is as follows:

1. The College is a unit of the Bangalore Speech and Hearing Trust. All units of the trust are governed by members of the trust through a management committee that is formed from among the trust members.

2. Governing Council and Advisory Board Committee

3. The Principal and the Heads of Departments

4. Internal Quality Assurance Cell

In addition, courses run by the college are recognized and affiliated to Government bodies, namely, the Bengaluru North University and the Rehabilitation Council of India. It is also accredited by the National Accreditation and Assessment Council. Several faculty members serve as examiners and chairpersons on these and other national regulatory bodies.

the Institution promotes participative management. Examples of Academic administrative decentralization are:

? 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.

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

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

? Faculty in-charge of a particular program can propose a plan of action, put it across for necessary provisions and approvals, and execute strategies within their defined role.

File Description	Documents
Relevant information /documents	<a href="http://www.speechear.org/downloads/6.1.2%20Relevant%20information-Calendar%20of%20events.pdf">http://www.speechear.org/downloads/6.1.2%20Relevant%20information-Calendar%20of%20events.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/6.1.2%20Any%20other%20relevant%20information-Minutes%20of%20the%20Meeting.pdf">http://www.speechear.org/downloads/6.1.2%20Any%20other%20relevant%20information-Minutes%20of%20the%20Meeting.pdf</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. Provide the write-up within 100 - 200 words

Board of Trustees, Management Committee Members, and Advisors to MCM/CEO - form the top leadership in the hierarchy. Policies and action plans are formulated according to regulations of regulatory bodies (RCI and University). Interactions with senior faculty and principal, and stakeholder feedback help the MCM learn and act upon ground-level situations. They maintain the institute's financial stability and growth.

Principal - represents the college/MCM in interactions with university/regulatory bodies; action plans are formulated and communicated to MCM for approval. Principal officiates regular meetings to communicate policy changes to staff and students and is in charge of overall activities of the college.

The Principal understands requirements through feedback (patient/staff/student/faculty) and explores opportunities for professional growth of the faculty members. Principal builds relationships with other organizations and the community of professionals to promote the institute's interests.

IQAC and Its Committees - Committees formulate and implement action plans. Some committees (e.g., grievance redressal and anti-ragging committees) formulate preventive steps. Others regularly implement student activities to promote conducive learning environments. Committees include 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, and Environment.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="http://www.speechear.org/downloads/6.2.1%20Minutes%20of%20the%20College%20Council.pdf">http://www.speechear.org/downloads/6.2.1%20Minutes%20of%20the%20College%20Council.pdf</a>
Any other relevant information	Nil
Organisational structure	<a href="https://www.speechear.org/organisation-chart/">https://www.speechear.org/organisation-chart/</a>
Strategic Plan document(s)	<a href="http://www.speechear.org/downloads/6.2.1%20Strategic%20Plan.pdf">http://www.speechear.org/downloads/6.2.1%20Strategic%20Plan.pdf</a>

**6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination**

**A. All of the Above**

File Description	Documents
Data template	<a href="#">View File</a>
Institutional budget statements allocated for the heads of E_governance implementation	No File Uploaded
e-Governance architecture document	No File Uploaded
Screen shots of user interfaces	<a href="#">View File</a>
Policy documents	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Various welfare schemes are offered by the College to its employees such as the Employee Provident Fund, Gratuity, Employees State Insurance, Personal Accident Insurance Scheme, Earned Leave Encashment facility for its staff, and a students' safety insurance policy.

Other incentives provided are Rs. one lakh for intramural research projects undertaken by staff, publication incentives of Rs 5000/- given to team of authors who publish an article and conference incentives wherein travel amounts or registration amounts up to Rs 25,000/- are given to a staff member yearly once to present a scientific paper at a conference.

File Description	Documents
Policy document on the welfare measures	<a href="http://www.speechear.org/downloads/6.3.1%20Policy%20document%20on%20the%20welfare%20measures.pdf">http://www.speechear.org/downloads/6.3.1%20Policy%20document%20on%20the%20welfare%20measures.pdf</a>
List of beneficiaries of welfare measures	<a href="http://www.speechear.org/downloads/6.3.1%20List%20of%20beneficiaries%20of%20welfare%20measures.pdf">http://www.speechear.org/downloads/6.3.1%20List%20of%20beneficiaries%20of%20welfare%20measures.pdf</a>
Any other relevant document	<a href="http://www.speechear.org/downloads/6.3.1%20Any%20other%20relevant%20document.pdf">http://www.speechear.org/downloads/6.3.1%20Any%20other%20relevant%20document.pdf</a>

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

for their career development/ progression

Various welfare schemes are offered by the College to its employees such as the Employee Provident Fund, Gratuity, Employees State Insurance, Personal Accident Insurance Scheme, Earned Leave Encashment facility for its staff, and a students' safety insurance policy.

Other incentives provided are Rs. one lakh for intramural research projects undertaken by staff, publication incentives of Rs 5000/- given to team of authors who publish an article and conference incentives wherein travel amounts or registration amounts up to Rs 25,000/- are given to a staff member yearly once to present a scientific paper at a conference.

File Description	Documents
Policy document on the welfare measures	<a href="http://www.speechear.org/downloads/6.3.1%20Policy%20document%20on%20the%20welfare%20measures.pdf">http://www.speechear.org/downloads/6.3.1%20Policy%20document%20on%20the%20welfare%20measures.pdf</a>
List of beneficiaries of welfare measures	<a href="http://www.speechear.org/downloads/6.3.1%20List%20of%20beneficiaries%20of%20welfare%20measures.pdf">http://www.speechear.org/downloads/6.3.1%20List%20of%20beneficiaries%20of%20welfare%20measures.pdf</a>
Any other relevant document	<a href="http://www.speechear.org/downloads/6.3.1%20Any%20other%20relevant%20document.pdf">http://www.speechear.org/downloads/6.3.1%20Any%20other%20relevant%20document.pdf</a>

### 6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	<a href="#">View File</a>
Policy document on providing financial support to teachers	No File Uploaded
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)**

15

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	<a href="#">View File</a>
Reports of Academic Staff College or similar centers Verification of schedules of training programs	<a href="#">View File</a>
Copy of circular/ brochure/ report of training program self conducted program may also be considered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

16

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	No File Uploaded
Any other relevant information	No File Uploaded
Details of teachers who have attended FDPs during the year (Data template)	<a href="#">View File</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View File</a>

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Performance of new recruits is appraised at the end of their probationary period. Based on this appraisal, decisions on confirmation, continuation of services, and promotions are made for the recruits.

Performance appraisals are done at multiple levels, i.e., department and institute levels. Self-appraisals, followed by appraisal by the head of the department are reviewed by the Principal and forwarded to the management committee with due recommendations.

In addition to performance appraisals, teaching staff undergo academic audits. This system has been in place since 2019. Associate professors, assistant professors, and clinical supervisors are evaluated by internal and external subject experts. Confidential reports are submitted to the IQAC. After consultation with the principal, a summary of these reports is submitted to the management committee and their advisors.

The administrator and management committee conduct appraisal reviews of non-academic staff.



File Description	Documents
Performance Appraisal System	<a href="http://www.speechear.org/downloads/6.3.5%20Performance%20Appraisal%20System.pdf">http://www.speechear.org/downloads/6.3.5%20Performance%20Appraisal%20System.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/6.3.5%20Any%20other%20relevant%20information.pdf">http://www.speechear.org/downloads/6.3.5%20Any%20other%20relevant%20information.pdf</a>

## 6.4 - Financial Management and Resource Mobilization

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

#### Sources of revenue for the College:

1. **Tuition Fees:** is the primary income source. Students are self-financed. A separate fee structure for each course is formulated by MCM and approved by the board of trustees. Fees are collected through RTGS/NEFT/Cheque/DD/Cash.

2. **Hostel fees:** Annual fees are collected for the affordable girls, and boys' hostels available within premises.

3. **Interest & dividend**

4. **Miscellaneous sources**

#### Revenue of Bangalore Speech and Hearing Trust (BSHT):

1. **Clinical services:** Assessment/therapeutic services for speech/hearing disorders are offered, government schemes like cochlear implantation are supported. BPL card holders can access subsidised/free clinical services. Receipts are generated for all patient payments.

2. **CSR Grants:** State Bank of India grant was received

3. **Donations:** from philanthropic individuals and organizations

#### Budget Allocation:

Annual expenditure and income plan prepared by the MCM is approved by the board of directors. Board members plan capital expenses during quarterly meetings. Budgetary allocations are made for academic and administrative requirements. Records of financial transactions are maintained by the Finance Section of the

Administrative office. Other expenditure proposals received from the HODs are allocated by MCM based on available resources. As a public trust Non- governmental Organization, all income and expenses are internally and externally audited.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="http://www.speechear.org/downloads/6.4.1%20Resource%20mobilization%20policy%20document%20duly%20approved%20by%20College%20Council.pdf">http://www.speechear.org/downloads/6.4.1%20Resource%20mobilization%20policy%20document%20duly%20approved%20by%20College%20Council.pdf</a>
Procedures for optimal resource utilization	<a href="http://www.speechear.org/downloads/6.4.1%20Procedures%20for%20optimal%20resource%20utilization.pdf">http://www.speechear.org/downloads/6.4.1%20Procedures%20for%20optimal%20resource%20utilization.pdf</a>
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

All financials of the College are regularly audited by a reputed registered auditing firm. The accounts are maintained through an accounting software-Tally. Payments are made through cheques/ bank transactions like NEFT. Purchases are through quotations received from a minimum of 3 vendors . All quotations are reviewed by the head of the department concerned, administrator, and accountant. With their recommendations, the MCM finalizes the selection and approves necessary purchases.

An internal audit is done periodically for verification of stocks, cash verification, and identifying any deficiencies in the system. An annual audit is carried out by an auditing firm, 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 governmental rules and regulations.

File Description	Documents
Documents pertaining to internal and external audits for the last year	<a href="http://www.speechear.org/downloads/6.4.2%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf">http://www.speechear.org/downloads/6.4.2%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf</a>
Any other relevant information	Nil

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

All financials of the College are regularly audited by a reputed registered auditing firm. The accounts are maintained through an accounting software-Tally. Payments are made through cheques/ bank transactions like NEFT. Purchases are through quotations received from a minimum of 3 vendors . All quotations are reviewed by the head of the department concerned, administrator, and accountant. With their recommendations, the MCM finalizes the selection and approves necessary purchases.

An internal audit is done periodically for verification of stocks, cash verification, and identifying any deficiencies in the system. An annual audit is carried out by an auditing firm, 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 governmental rules and regulations.

File Description	Documents
Documents pertaining to internal and external audits for the last year	<a href="http://www.speechear.org/downloads/6.4.2%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf">http://www.speechear.org/downloads/6.4.2%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf</a>
Any other relevant information	Nil

#### 6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
62,03,848	5,08,500

File Description	Documents
Audited statements of accounts for the year	No File Uploaded
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	<a href="#">View File</a>
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

**IQAC has been established according to NAAC recommendations and guidelines.**

**Action plans for each department are prepared each year with IQAC guidance. Reports of execution of plans and minutes of meetings are maintained. The IQAC promotes faculty development by organizing seminars, workshops and symposiums. It gives importance to enhancing scientific presentations and publications. It strives for overall quality improvement and plays a role in preparing the AQAR.**

**IQAC has the following committees to ensure effective 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

File Description	Documents
The structure and mechanism for Internal Quality Assurance	<a href="http://www.speechear.org/downloads/6.5.1%20The%20structure%20and%20mechanism%20for%20Internal%20Quality%20Assurance.pdf">http://www.speechear.org/downloads/6.5.1%20The%20structure%20and%20mechanism%20for%20Internal%20Quality%20Assurance.pdf</a>
Minutes of the IQAC meetings	<a href="http://www.speechear.org/downloads/6.5.1%20Minutes%20of%20the%20IQAC%20Meetings.pdf">http://www.speechear.org/downloads/6.5.1%20Minutes%20of%20the%20IQAC%20Meetings.pdf</a>
Any other relevant information	Nil

**6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)**

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	<b>No File Uploaded</b>
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	<b>No File Uploaded</b>
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<p><b>6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)</b></p>	<p><b>B. Any 3 of the Above</b></p>
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File Description	Documents
Information as per Data template	<a href="#">View File</a>
Annual report of the College	No File Uploaded
Minutes of the IQAC meetings	<a href="#">View File</a>
Copies of AQAR	<a href="http://www.speechear.org/downloads/6.5.3%20Copies%20of%20AQAR.pdf">http://www.speechear.org/downloads/6.5.3%20Copies%20of%20AQAR.pdf</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	No File Uploaded
Report of the workshops, seminars and orientation program	No File Uploaded
Copies of the documents for accreditation	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 year

3

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	<a href="#">View File</a>
Copy of circular/brochure/ Report of the program	<a href="#">View File</a>
Extract of Annual report	No File Uploaded
Geo tagged photographs of the events	No File Uploaded

#### 7.1.2 - Measures initiated by the institution for the promotion of gender equity during the year

The institute's main ideals include diversity, accessibility, and

gender equality. Participation in academic and extracurricular activities is promoted.

Gender equity:

- Programs that promote gender equity are conducted.
- Both genders are provided with equal opportunities throughout academic, research, clinic, and administrative areas.
- We guarantee that all students have an equal opportunity to engage in Student Association, conferences, sports, and organisations that sponsor cultural events.

Gender Sensitization:

- Programson gender sensitization are organised onregular basis

Facilities for Women Students

a. Safety and Security: Committees have been established in the institution to ensure safety for women students:

- The Committee for Prevention of Sexual Harassment
- The Committee for Anti-Ragging
- Women Empowerment Cell
- Grievance Committee

SOPs in place for committee

- A full-time security monitors the entry and exit of individual and vehicles in the campus, which is also under CCTV surveillance.
- In-house medical personnel are available for consultation.
- During camps and educational trips, the institute ensures that men and women faculty accompany student participants.

b. Counselling is provided by professionals in psychology department of the institute.

c. Co-curricular activities are held in common spaces such as canteen, gym, and multipurpose hall.



File Description	Documents
Annual gender sensitization action plan	<a href="#">View File</a>
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="http://www.speechhear.org/downloads/7.1.2%20Specific%20facilities%20provided%20for%20women.docx.%20Specific%20facilities%20provided%20for%20women.pdf">http://www.speechhear.org/downloads/7.1.2%20Specific%20facilities%20provided%20for%20women.docx.%20Specific%20facilities%20provided%20for%20women.pdf</a>
Any other relevant information	Nil

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The institute's main ideals include diversity, accessibility, and gender equality. Participation in academic and extracurricular activities is promoted.

#### Gender equity:

- Programs that promote gender equity are conducted.
- Both genders are provided with equal opportunities throughout academic, research, clinic, and administrative areas.
- We guarantee that all students have an equal opportunity to engage in Student Association, conferences, sports, and organisations that sponsor cultural events.

#### Gender Sensitization:

- Programson gender sensitization are organised onregular basis

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a. Safety and Security: Committees have been established in the institution to ensure safety for women students:

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**Grievance Committee**

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In-house medical personnel are available for consultation.

During camps and educational trips, the institute ensures that men and women faculty accompany student participants.

b. Counselling is provided by professionals in psychology department of the institute.

c. Co-curricular activities are held in common spaces such as canteen, gym, and multipurpose hall.

File Description	Documents
Annual gender sensitization action plan	<a href="http://www.speechear.org/downloads/7.1.2%20Annual%20gender%20sensitization%20action%20plan%20.pdf">http://www.speechear.org/downloads/7.1.2%20Annual%20gender%20sensitization%20action%20plan%20.pdf</a>
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="http://www.speechear.org/downloads/7.1.2%20Specific%20facilities%20provided%20for%20women.docx.2%20Specific%20facilities%20provided%20for%20women.pdf">http://www.speechear.org/downloads/7.1.2%20Specific%20facilities%20provided%20for%20women.docx.2%20Specific%20facilities%20provided%20for%20women.pdf</a>
Any other relevant information	Nil

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

C. Any 2 of the Above

File Description	Documents
Geotagged Photos	<a href="http://www.speechear.org/downloads/7.1.3%20Bills%20and%20geotagged%20photos%20pdf.pdf">http://www.speechear.org/downloads/7.1.3%20Bills%20and%20geotagged%20photos%20pdf.pdf</a>
Installation receipts	<a href="#">View File</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**1. Solid waste management:**

I) 2 bins (wet waste and dry waste) are placed in the institute to segregate the waste generated.

**3. Biomedical waste management:**

I) Since 8-04-2022, the biomedical waste generated from the ENT department is handed over to Medicare Environmental Management Pvt. Ltd for biomedical waste management (Reg No: 7805)

**4. E-waste management**

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

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	Nil
Geotagged photographs of the facilities	<a href="http://www.speechear.org/downloads/7.1.4%20Geotagged%20photos%20of%20the%20facilities%20available%20%20for%20the%20management%20of%20the%20following%20types%20of%20degradable%20and%20non-degradable%20waste.pdf">http://www.speechear.org/downloads/7.1.4%20Geotagged%20photos%20of%20the%20facilities%20available%20%20for%20the%20management%20of%20the%20following%20types%20of%20degradable%20and%20non-degradable%20waste.pdf</a>
Any other relevant information	No File Uploaded

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**1. Solid waste management:**

I) 2 bins (wet waste and dry waste) are placed in the institute to segregate the waste generated.

**3. Biomedical waste management:**

I) Since 8-04-2022, the biomedical waste generated from the ENT department is handed over to Medicare Environmental Management Pvt. Ltd for biomedical waste management (Reg No: 7805)

**4. E-waste management**

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

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	Nil
Geotagged photographs of the facilities	<a href="http://www.speechear.org/downloads/7.1.4%20Geotagged%20photos%20of%20the%20facilities%20available%20%20for%20the%20management%20of%20the%20following%20types%20of%20degradable%20and%20non-degradable%20waste.pdf">http://www.speechear.org/downloads/7.1.4%20Geotagged%20photos%20of%20the%20facilities%20available%20%20for%20the%20management%20of%20the%20following%20types%20of%20degradable%20and%20non-degradable%20waste.pdf</a>
Any other relevant information	Nil

**7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**C. Any 2 of the above**

File Description	Documents
Geotagged photos / videos of the facilities	<a href="http://www.speechear.org/downloads/7.1.5%20Geotagged%20photos%20%20videos%20of%20the%20facilities%20available%20for%20Water%20Conservation.pdf">http://www.speechear.org/downloads/7.1.5%20Geotagged%20photos%20%20videos%20of%20the%20facilities%20available%20for%20Water%20Conservation.pdf</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**C. Any 2 or 3 of the Above**

File Description	Documents
Geotagged photos / videos of the facilities if available	<a href="http://www.speechear.org/downloads/7.1.6%20Geotagged%20photos%20_%20videos%20of%20the%20Green%20campus%20initiatives%20of%20the%20Institution%20.pdf">http://www.speechear.org/downloads/7.1.6%20Geotagged%20photos%20_%20videos%20of%20the%20Green%20campus%20initiatives%20of%20the%20Institution%20.pdf</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Reports to be uploaded (Data Template)	<a href="#">View File</a>

**7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**B. Any 4 of the Above**

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Relevant documents	<b>No File Uploaded</b>

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

**The Institute considers it crucial for staff and students to develop attitudes about diversity, religious tolerance, and nationalism. As**

a result, events that spread these ideals are regularly held in the institute. Social media and posters are used to spread awareness.

The Institute is proud of the rich cultural diversity of our nation. Festivals like Onam, Ganesh Chaturthi etc. are observed with great fervor. Programs conducted commemorating these days provides the opportunity to students and staff to participate and display talents.

As an Institute, great effort is taken in training the students and providing service to the clients irrespective of socioeconomic status, religion, or sexual identity. An option of deferred payment is available for students who face financial constraints. Subsidized fee policy is present for BPL card holders and senior citizens.

Community outreach programs are held to create awareness and screen individuals residing in rural areas for hearing/speech issues. Free screening camps are also conducted on the occasions of world hearing day, world voice day, and world disabilities to identify those with hearing and/or speech impairments. They are then referred to the Institute for detailed assessment and management.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="http://www.speechear.org/downloads/7.1.8%20Institutional%20efforts_%20initiatives%20in%20providing%20an%20inclusive%20environment.pdf">http://www.speechear.org/downloads/7.1.8%20Institutional%20efforts_%20initiatives%20in%20providing%20an%20inclusive%20environment.pdf</a>
Any other relevant information/documents	Nil

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

**B. Any 3 of the Above**

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	No File Uploaded
Web link of the code of conduct	<a href="http://www.speechear.org/downloads/7.1.9%20Code%20of%20conduct%20handout,%20service%20book%20other%20information%20.pdf">http://www.speechear.org/downloads/7.1.9%20Code%20of%20conduct%20handout,%20service%20book%20other%20information%20.pdf</a>
Details of the monitoring committee of the code of conduct	No File Uploaded
Details of Programs on professional ethics and awareness programs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Institutional data in Prescribed format (Data Template)	<a href="#">View File</a>

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

The Institute believes that all days of National and International importance should be commemorated and celebrated. Events are thereby conducted to spread awareness on days related to speech and hearing with the help of talks, skits, flyers, posters, and screening camps.

World Hearing Day, World Voice Day, Autism awareness day, National Aphasia Awareness month, Dysphagia awareness month, Mental health day, International Yoga Day, International Women's Day and International Day of Forests are celebrated annually in our institute. Renowned individuals in the field are invited to give talks to staff and students. The students participate in competitions, games, etc. The public is educated with the help of videos, skits, flash mobs, and walkathons which are covered by media.

Our Institute also recognizes India's rich cultural diversity. Independence Day is celebrated every year with a flag-hoisting ceremony, talks delivered by our distinguished guests of honour followed by a cultural program. Children's day and Mother's Day were



also celebrated. The former was celebrated with the children of the AVT and Mothers Training Center unit along with their parents. The latter included activities conducted to celebrate women in all walks of life. Both the days included activities and games.

## 7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

The institute has seen the inception of several innovative ideas that have brought about significant changes in the field of Speech and hearing. This year, the institute puts forward two best practices which are as follows:

### 1. Parent Support Network (PSN)

PSN is a network that provides opportunities for parents to meet on a regular basis to discuss the progress of their child, the challenges they face in their daily lives and also to share their experiences in raising a child with special needs.

Objectives:

- To connect with and empower other parents facing similar challenges
- To share their experiences and concerns regarding their child in order to reduce stress
- To learn about the processes, professionals, school options and therapeutic services that can help, and advocacy

### 1. Neonatal hearing screening at government hospitals provided at free of charge.

The institute provides free New-born hearing screening to 2 eminent government hospitals in Bengaluru (KC General, Vani Villas).

**Objective:**

- To provide early access to ear and hearing care from the time of birth.
- To intervene at the earliest in regards to hearing in turn facilitating age-appropriate language and speech development.
- To achieve best practice recommendations stipulated by JCIH 2019

File Description	Documents
Best practices page in the Institutional website	<a href="http://www.speechhear.org/downloads/7.2.%201%20Best%20practices.pdf">http://www.speechhear.org/downloads/7.2.%201%20Best%20practices.pdf</a>
Any other relevant information	Nil

**7.3 - Institutional Distinctiveness**

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

With increasing awareness of hearing, speech and language disorders in India, the need for professionals dealing with such disorders are high. Various courses like Diploma, Bachelor's, and Master's, PG Diploma, and Ph.D. program are provided by the Institute to train professionals in this field. So far the Institute has had a turnover of 1200 graduates at different levels. The students are provided with diverse clinical exposure, hands on training in advanced technology in the field, and the opportunity to learn under the guidance of experienced faculty.

Students are also involved in commemoration of various public awareness programs and community outreach programs/camps conducted to provide services to the rural population. National conferences, workshops and expert series talks are organized to enrich the knowledge of the professionals and students in the field and update their skills in one's area of interest. A multidisciplinary approach is incorporated in the Institute with in-house occupational/physiotherapy and psychology services. A fully functioning Sign Language Unit, Sunnad school (school for hearing impaired children), and a Mothers Training Center is also present in

the institute.

File Description	Documents
Appropriate web page in the institutional website	<a href="http://www.speechear.org/downloads/7.3.1%20Institutional%20distinctiveness.pdf">http://www.speechear.org/downloads/7.3.1%20Institutional%20distinctiveness.pdf</a>
Any other relevant information	Nil

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

With increasing awareness of hearing, speech and language disorders in India, the need for professionals dealing with such disorders are high. Various courses like Diploma, Bachelor's, and Master's, PG Diploma, and Ph.D. program are provided by the Institute to train professionals in this field. So far the Institute has had a turnover of 1200 graduates at different levels. The students are provided with diverse clinical exposure, hands on training in advanced technology in the field, and the opportunity to learn under the guidance of experienced faculty.

Students are also involved in commemoration of various public awareness programs and community outreach programs/camps conducted to provide services to the rural population. National conferences, workshops and expert series talks are organized to enrich the knowledge of the professionals and students in the field and update their skills in one's area of interest. A multidisciplinary approach is incorporated in the Institute with in-house occupational/physiotherapy and psychology services. A fully functioning Sign Language Unit, Sunnad school (school for hearing impaired children), and a Mothers Training Center is also present in the institute.

File Description	Documents
Appropriate web page in the institutional website	<a href="http://www.speechear.org/downloads/7.3.1%20Institutional%20distinctiveness.pdf">http://www.speechear.org/downloads/7.3.1%20Institutional%20distinctiveness.pdf</a>
Any other relevant information	Nil

## ALLIED HEALTH SCIENCES PART

### 8.1 - Allied Health Sciences Indicator

8.1.1 - Describe the programmes offered by the Institution during year add a note on the percentage of programmes approved by the Regulatory Body/ies within 100-200 words

The institute provides nine academic programmes, including three postgraduate programmes -Master of Audiology and Speech Language Pathology, MSc. Audiology, and MSc. Speech Language Pathology, as well as one undergraduate programme in Bachelor in Audiology and Speech Language Pathology. It also provides a PhD in Speech and Hearing, a Post Graduate Diploma course in Auditory Verbal Therapy, a Diploma in Special Education (Hearing Impairment), a Fellowship in Speech and Swallowing Rehabilitation in Head and Neck Cancers, a Fellowship in Cochlear Implant Technology and Rehabilitation, and a Fellowship in Clinical Audiology. The institute has departments: psychology, speech and language, and hearing studies. The Rehabilitation of Council of India, a statutory board of the Government of India, has given its approval to the academic and clinical programmes offered by the Institute except for fellowship programmes. These programs are very well-liked by both students and professionals due to the clinical hands-on training they provide and give them an opportunity to upskill themselves. Bengaluru North University began to recognise UG and PG programmes offered by Institute in 2018. These courses had previously been approved by Bangalore University. As a new initiative the new candidates have registered for a PhD under Manipal Academy of Higher Education.

File Description	Documents
Details of the programs/courses offered during the year	<a href="http://www.speechear.org/downloads/8.1.1%20and%208.1.5%20RCI%20Approvals%20and%20courses%20offered%20.pdf">http://www.speechear.org/downloads/8.1.1%20and%208.1.5%20RCI%20Approvals%20and%20courses%20offered%20.pdf</a>
Minutes of relevant Academic Council/ BOS meetings	<a href="http://www.speechear.org/downloads/8.1.1%20Minutes%20of%20GOM.pdf">http://www.speechear.org/downloads/8.1.1%20Minutes%20of%20GOM.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/8.1.1%20any%20other.pdf">http://www.speechear.org/downloads/8.1.1%20any%20other.pdf</a>

8.1.2 - Provide a description of how the Clinical / Equipment/ Instruments and Laboratory Learning Resources are used for the AHS students within 100 – 200 words

The institute is equipped with adequate infrastructure for training students on providing exemplary clinical services to patients. Each department boasts of special units for in-depth learning. Due to the presence of good clinical facilities as part of their internship, students from other institutions are also hosted by the

institute. Institute is equipped with skilled personnel and cutting-edge infrastructure. People of various ages can receive assessment and intervention services. The institute also offers ENT and physiotherapy outpatient clinics. Additionally, the students have the chance to go to several hospitals for intraoperative monitoring during cochlear implant surgery, which broadens their clinical knowledge. The institute plans public camps and awareness campaigns with a particular emphasis on people from rural areas and lower socioeconomic status groups. For the purpose of outreach programmes, state of the art mobile unit is used. The institute conducts free newborn hearing screening programmes at several hospitals. These programmes make sure that students have hands-on experience in all scenarios and skills. In addition to the services listed above, the institute is set up to offer teleassessment and telemanagement, making it simpler for all customers to obtain assistance for a variety of communication impairments.

File Description	Documents
Outpatient and inpatient statistics for during the year	<a href="http://www.speechear.org/downloads/8.1.2.pdf">http://www.speechear.org/downloads/8.1.2.pdf</a>
Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System	<a href="http://www.speechear.org/downloads/8.1.2%20list%20of%20equipments.pdf">http://www.speechear.org/downloads/8.1.2%20list%20of%20equipments.pdf</a>
Any other relevant information	Nil

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 100-200 words.

Dr. S. R. Chandrasekhar Institute of Speech and Hearing is registered under RPWD Act 2016. Numerous government hospitals acknowledge the institute's audiological and psychological assessment results from which several patients benefit. The assessment of people with speech-language and hearing disabilities using guidelines issued by RPWD is used to determine their eligibility for disability certification. In accordance with the decisions of the Management Committee Members, the institute offers discounts to students, old citizens, and people who are below the poverty line (BPL). Senior citizens receive a 20% discount, and people who fall below the poverty line receive a 50% discount, on the testing and treatment of speech and hearing problems. The Department of Speech Language Studies offers a 50% discount for

fluency issues to clients who are pursuing education. The Institute offers free or services at subsidized charges for those identified with speech and hearing disorders in outreach programs. For those who have severe financial constraints on request to the management, considerations have been given and they are given services free of charge. The management, as well as SLPs, audiologists, psychologists, and social workers, must all provide their approval as part of the approval process.

File Description	Documents
Details of disability certificates issued in during the year	<a href="http://www.speechear.org/downloads/8.1.3%20Sample%20Disability%20certificate%20.pdf">http://www.speechear.org/downloads/8.1.3%20Sample%20Disability%20certificate%20.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/8.1.3%20Any%20Other%20.pdf">http://www.speechear.org/downloads/8.1.3%20Any%20Other%20.pdf</a>

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 100-200 words

The institute is empanelled under the ADIP scheme, RBSK scheme, and PM fund to deliver services to the underserved community effectively. Children under the age of five with other satisfying candidature are eligible for cochlear Implant surgery and post operative services under ADIP Scheme. Intra-Operative monitoring, switch-on, post-assessment, and rehabilitation treatments are all covered by the plan. Auditory Verbal Therapy (AVT) unit specialises in the surgically implanted children's rehabilitation. These kids receive free treatment services as part of the programme till a stipulated period. The Government of Karnataka's Rastriya Bal Swasti Karyakram is another programme with features comparable to ADIP. People from low socioeconomic backgrounds who are not eligible via ADIP or RBSK Schemes are also urged to apply for aid through the PM fund, and the institution assists them in doing so. Additionally, free hearing aids are provided to clients after taking into account their needs and financial situation. By default institute offers a 10% discount on MRP of Hearing Aids. The institute provides free newborn hearing screening at numerous government hospitals in Bangalore with the aim of assisting those facilities in the early detection of infants with hearing impairment thereby leading to early intervention.

File Description	Documents
List of schemes	<a href="https://speechear.org/naac/8.1.4.pdf">https://speechear.org/naac/8.1.4.pdf</a>
List of beneficiaries under different schemes during the year	<a href="https://speechear.org/naac/8.1.4y.pdf">https://speechear.org/naac/8.1.4y.pdf</a>
Any other relevant information	Nil

8.1.5 - Provide details of continuous approval received by the Institution from the Regulatory Bodies for continuing the courses offered by it, during the year within 100 - 200 words

At the undergraduate level, the Bachelor programme (BASLP) provides foundational knowledge in the fields of speech language pathology and audiology. M.Sc. courses in speech-language pathology and audiology are available as specialisations in the Masters programme. The MASLP provides dual degrees in speech-language pathology and audiology. Post Graduate Diploma course in Auditory Verbal Therapy (PGDAVT) and Diploma in Special Education - Hearing Impairment (DSE HI) are also provided. These programmes are approved by The Rehabilitation of Council of India. , RCI has granted approvals to run these courses for durations ranging between 2 to 5 years owing to the isntitute's adequate physical facilities. Although being not approved by Rehabilitation Council of India the Fellowship in Speech and Swallowing Rehabilitation in Head and Neck Cancers, the Fellowship in Cochlear Implantation Technology and Re/habilitation, and the Fellowship in Clinical Audiology, they are still well-liked by students and clinicians due to their practical clinical training. Up until 2018, Bangalore University recognised all UG and PG studies, which are now offered by Bangalore North University. The new PhD candidates have enrolled with the Manipal Academy of Higher Education (MAHE), Manipal. PhD candidates registered with Bangalore University and completed their research under BU.

File Description	Documents
E-copies of approval letters from the Regulatory Bodies	<a href="http://www.speechear.org/downloads/8.1.1%20%20and%208.1.5%20RCI%20Approvals%20and%20courses%20offered%20.pdf">http://www.speechear.org/downloads/8.1.1%20%20and%208.1.5%20RCI%20Approvals%20and%20courses%20offered%20.pdf</a>
Any other relevant information	<a href="http://www.speechear.org/downloads/BU%20_%20BNU%20Affiliation%20Orders%202017%20to%202022.pdf">http://www.speechear.org/downloads/BU%20_%20BNU%20Affiliation%20Orders%202017%20to%202022.pdf</a>

**8.1.6 - Institution has up-to-date clinical instrumentations and tools as per the specifications of the Regulatory Bodies. Diagnostic equipment Treatment equipment Clinical tests and tools Research equipment**

**A. All of the Above**

File Description	Documents
List of Diagnostic, treatment, clinical tests and research equipment available in the College	<a href="#">View File</a>
Geotagged photos	<a href="#">View File</a>
Invoices of clinical instrumentation and tools	No File Uploaded
Any other relevant information	No File Uploaded
Data Template	<a href="#">View File</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 100 - 200 words

**Clinical Training**

Training focuses on the diagnosis and treatment of patients with hearing, speech, language, swallowing, and cognitive impairments.. Students are trained based on evidenced based practices. Clinical practicum classes are held for undergraduate students to ensure transfer of skills from theory to practice.

**Diagnostic and therapeutic services for hearing, speech, and disorder**

Students receive evidence based training to differentially diagnose several Speech, Language, and Hearing impairments using several subjective and objective tests.

**Therapeutic services**

Individual and group therapy sessions are offered to people with communication impairments by undergraduate and graduate students. Every semester, students are placed in all the departments to expose them to the many forms of communication problems.

**Hands-on training in Community programs**



In both rural and urban Bangalore, undergraduate students take part in outreach initiatives including camps and school screening for hearing and speech testing. Undergraduate students complete a 10-month internship during which they are placed externally for six months in a variety of speech- and hearing-related clinics or institutions in and around Bangalore.

File Description	Documents
Details of student postings in Clinical and community settings	<a href="http://www.speechhear.org/downloads/8.1.7%20posting%20list%20of%20students.pdf">http://www.speechhear.org/downloads/8.1.7%20posting%20list%20of%20students.pdf</a>
Any other relevant information	<p style="text-align: center;">Nil</p>