



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Dr. S R Chandrasekhar Institute of Speech and Hearing
• Name of the Head of the institution	Dr. Rashmi J Bhat
• Designation	Principal & Deputy Director Academic
• 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
2.Institutional status	
• 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				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.speechear.org/wp-content/uploads/2024/02/AQAR-2021-2022.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.speechear.org/downloads/criteria/2.5.1-%20Academic%20Calendar.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B++	2.78	2023	24/06/2023	23/06/2028
Cycle 1	B	2.40	2017	30/10/2017	29/10/2022
6.Date of Establishment of IQAC			19/08/2011		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	Nil	NA	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	2
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	NA
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Implementing Quality Initiatives in Administration	
Streamlined Internal Assessment Grades	
Professional Development Programs	
Student & Faculty Welfare Measures	
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).	

Plan of Action	Achievements/Outcomes
Externship for Students	4th Sem MSc.SLP Students had a 2 week externship at esteemed centres.
Dissertation Viva	A viva was held for 2nd Year Masters students. The guides and students both thought that this better prepared them for their research work and allowed them to receive positive comments on areas for growth.
Student Clubs	<p>Student Clubs were formed in tune with the committiees, but was found to be of concern</p> <p>Hence, those clubs were dissolved after a period of 6 months. Students were encouraged to be a part of the Student council and the council has divided the student group into 4 teams under the Student council.</p>
Streamlining of Events	All departments and faculties have been informed and oriented on the conducting of events in a streamlined manner. And also circulars, flyer and reports have to be submitted to the IQAC as per SOP set by the IQAC
Hosting Intercollegiate Competitions	Permission to conduct intercollegiate competition has been obtained from Management along with seed money for the same and now the other formalities are in process.
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
NA	Nil
14.Does the Institution have Management Information System?	No
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
15.Multidisciplinary / interdisciplinary	
<p>RCI, the industry regulator, sets the standards for speech and hearing courses. However, the course does not currently include the National Education Policy (NEP). As a result, the course's readiness for NEP implementation is limited.</p>	
16.Academic bank of credits (ABC):	
<p>"ABC development is not accounted for because RCI dictates the course curriculum, and the regulatory body has yet to determine whether to integrate the National Education Policy (NEP) into speech and hearing academic programs. RCI solely determines the institute's curriculum, which currently does not incorporate NEP. Hence, the readiness of NEP implementation is limited."</p>	
17.Skill development:	
<p>The undergraduate course BASLP spans four years and the specialized master's programs, M.Sc. Audiology and M.Sc. Speech-Language Pathology is already designed to focus on skill development, incorporating hands-on training in clinics for approximately half of the academic program. Additionally, value-added courses facilitate the transition of theoretical knowledge and abilities into practical application.</p>	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
<p>Non-Kannadiga students are offered instruction in the local language, Kannada, as part of their curriculum to enhance their communication abilities for everyday interactions. As a mandatory requirement from the university, third-semester undergraduate students delve into a paper focused on Culture and Diversity. Additionally, Diploma in Special Education students may be provided</p>	

coursework in the local language as needed to further support their educational objectives.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The curriculum aims to equip students for the global job market upon graduation by ensuring they are well-versed in contemporary technological advancements and effective approaches for assisting individuals with speech, language, hearing, and swallowing disorders, both domestically and internationally.

20.Distance education/online education:

Despite the advantages of online learning during the COVID-19 pandemic, the nature of the Audiology and Speech-Language Pathology course in allied health sciences necessitates a combination of theoretical instruction and practical hands-on training. While online platforms can facilitate theoretical components effectively, the practical aspects of this course require in-person guidance and hands-on experience. Therefore, although online learning offers support and flexibility, the preferred mode of instruction for this course remains a blend of in-person teaching methods and hands-on training to ensure comprehensive learning and skill development

Extended Profile

1.Student

2.1	230
Total number of students during the year:	

File Description	Documents
Data Template	View File

2.2	54
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	65
Number of first year students admitted during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	410.66
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Data Template	View File

3.Teacher

5.1	24
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File

5.2	24
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Our academic program provides a well-defined/ fully structured curriculum for a Diploma in S.E(HI), BASLP and Master in Audiology and Masters in Speech-Language Pathology. The content emphasizes hands-on experience, activity-based and project-based learning. Just

before the semester the principal, in consultation with the academic coordinator of UG and PG as well as with Heads of Departments prepares the subject allocation list. Subjects are assigned considering the experience and special interest of the faculty. Faculty then prepare a detailed lesson plan using the LTP model. Through monthly faculty meetings, the Principal monitors the timely delivery of the curriculum. Field trips are a mandatory part of the coursework that enriches the learning of the students. Students also benefit from the experience of clinical practitioners who are trained routinely and gain knowledge about the current state of the art in the field. And examination coordinator takes care of the midterm examinations and evaluations are done intermittently through quizzes and other modes as per need.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.speechear.org/downloads/criteria/1.1.1%20Minutes%20of%20Meeting%20FM.pdf
Any other relevant information.	<u>NA</u>

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)	View File
Scanned copies of the letters supporting the participation of teachers	View File
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

75

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

38

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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 follow the guidelines given by the Rehabilitation Council of India. As all the courses are professional courses ethics is considered as a part of the curriculum. For instance, the paper "Audiology in Practice" in the sixth semester of the BASLP addresses professional ethics. PGs cover this in their fourth semester of "SLP in Practice" and "Audiology in Practice." Additionally, the University has mandated the following courses for UG students: Environmental Sciences in the first semester, Indian Constitution in the second semester, Banking & Finance in the fifth semester, Life Skills in the fourth semester, Culture & Diversity in the third semester, and Computer sciences in the sixth semester. Beyond Books and College (BBC) is a monthly series that addresses themes related to gender, environment and sustainability, health

determinants, and increasing demographic issues. The institute's alumni share feedback on diverse professional ethics from their respective workplaces, as well as differences noticed in different countries. They also highlight recent trends in terms of professional rights and the rights of the patients we provide care to.

File Description	Documents
List of courses with their descriptions	https://www.speechear.org/downloads/criteria/1.3.1%20List%20of%20courses%20with%20their%20descriptions.pdf
Any other relevant information	NA

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

1

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	No File Uploaded

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

28

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

111

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

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

B. Any 3 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.speechear.org/downloads/criteria/1.4.1%20&%201.4.2%20Feedback%20report.pdf
Data template	View File
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	https://www.speechear.org/downloads/criteria/1.4.1%20&%201.4.2%20Feedback%20report.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	No File Uploaded

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

0

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)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
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	View File
Any other relevant information	No File Uploaded
Data template	View File

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

39

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

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	A. All of the Above
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File Description	Documents
Any other relevant information	No File Uploaded
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

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

Number of Students	Number of Full Time Teachers
179	24

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
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)

Students have the opportunity to engage in a variety of activities at the institute, including sports, social, and cultural events. Students organise and carry out the Cultural Fest and Sports Day in addition to competing in intercollege events. Despite the limited number of students (185, including interns assigned in several locations), 100% of them participate. They compete in teams class wise. Classes compete with one another for the top scores on Talents Day. The list of competitions, which ranges from rangoli/pookalam to movie making, is presented by the SASH (Students body). Sports participation is also divided into classes for Inhouse competitions whereas for university level sports competitions the best performers represent the institute. Students are invited to present the cultural features of their respective locations. At these moments, the

students collaborate as a group. We commemorate Christmas, EID, Ganesh Chaturthi, Onam, and Diwali.

File Description	Documents
Appropriate documentary evidence	https://www.speechear.org/downloads/criteria/2.2.3%20Institution%20facilitates%20building%20and%20sustenance%20of%20innate%20talent.pdf
Any other relevant information	NA

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

Student learning is the priority. Opportunities for experiential learning are given in several ways. UG students and PG students(of MSc Audiology) attend neonatal hearing screening programs in several government hospitals. MSc (Audiology) students are a part of the audiological team that provides intraoperative support and in the CI Clinic of the institute. MSc(SLP) students attend externship in centres that work on areas they are interested in. Problem solving exercises occur naturally in the numerous camps held by the institute. In the classroom, role play, flipped classroom, think-pair- share, self learning, case study strategies are used. Assignments given, enable students to plan their own work and decide what other topics they need to study . The clinical conference and journal club where students choose a topic of their interest enables self learning. Masters students perform presentations that further augment self learning. Integrated interdisciplinary learning occurs due to the interdisciplinary faculty and interaction with referring doctors. Field trips were arranged to Brain Museum in NIMHANS, Unit of Hope in St Johns Medical College, WS Audiology and to the All India Institute of Speech and Hearing. The visits are aligned with course work for enhanced experiential learning.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	No File Uploaded

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

Student learning is the priority. Opportunities for experiential learning are given in several ways. UG students and PG students (of MSc Audiology) attend neonatal hearing screening programs in several government hospitals. MSc (Audiology) students are a part of the audiological team that provides intraoperative support and in the CI Clinic of the institute. MSc (SLP) students attend externship in centres that work on areas they are interested in. Problem solving exercises occur naturally in the numerous camps held by the institute. In the classroom, role play, flipped classroom, think-pair-share, self learning, case study strategies are used. Assignments given, enable students to plan their own work and decide what other topics they need to study. The clinical conference and journal club where students choose a topic of their interest enables self learning. Masters students perform presentations that further augment self learning. Integrated interdisciplinary learning occurs due to the interdisciplinary faculty and interaction with referring doctors. Field trips were arranged to Brain Museum in NIMHANS, Unit of Hope in St Johns Medical College, WS Audiology and to the All India Institute of Speech and Hearing. The visits are aligned with course work for enhanced experiential learning.

File Description	Documents
Learning environment facilities with geo tagged photographs	https://www.speechear.org/downloads/criteria/2.3.1.%20Learning%20Facilities.pdf
Any other relevant information	NA

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	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

The institute has internet, WIFI and computers for learning. All classrooms have TV which can be connected with Laptops. Videos, tutorials online are made use of by faculty to illustrate points or increase learning in class or as a self learning exercise where they submit a summary of what they understood from the video. All faculty use powerpoint presentations to teach UG and PG students. A list of online resources has been made for some of the courses/portions and listed in the lesson plans.. The main resource is Nlist, Thieme which are used to download articles and videos of clinical cases. The institute has SPSS version 20 software. Free resources are used to measure plagiarism such as Plagiarism CheckerX@2020 Version 6.0.11 and Grammarly. For understanding clinical work simulation webpages/sotwares such as nereoille, cochsim, audiogram genertaors, PRAAT and Audacity. Other interactive tools used in the classroom are Google Quiz, Kahoot etc.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.speechear.org/downloads/criteria/2.3.3%20ICT%20Enabled%20Tools.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.speechear.org/downloads/criteria/2.3.3%20Full%20Time%20teachers%20using%20ICT%20Tools.pdf
Webpage describing the “LMS/ Academic Management System”	NA
Any other relevant information	NA

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
7	207

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

Students actively raise public awareness through creative means, crafting charts and pamphlets to effectively communicate crucial information. This involves a thoughtful application of knowledge, strategically choosing impactful aspects. Competitions for the best posters, held on significant days like World Voice Day, foster healthy competition, refining communication skills and instilling a sense of responsibility. In a unique blend of art and awareness, students use dance to depict emotional scenes, such as a mother discovering her baby's hearing loss and subsequent treatment.

Analytical skills are honed through Clinical conference and Journal Clubs, where students critically assess Audiology and Speech Pathology cases. Research opportunities, including paper presentations and dissertations, provide a platform for analytical growth, equipping students to evaluate information, think critically, and contribute meaningfully to their field. These

experiences enhance their ability to convey information effectively and promote a well-rounded contribution to public welfare.

Research activities drive innovation through poster and paper presentations, while the practice of innovation is instilled in students through dissertations. These experiences cultivate a dynamic learning environment, encouraging creative exploration and preparing students to contribute innovatively to their respective fields.

File Description	Documents
Appropriate documentary evidence	https://www.speechear.org/downloads/criteria/2.3.5%20Teaching-Learning%20Processes.pdf
Any other relevant information	NA

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)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	No File Uploaded

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

5

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	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

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

272

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
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

0

File Description	Documents
Reports of the e-training programmes	View File
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	No File Uploaded
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

2

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
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

The meticulous planning of the academic calendar at the onset of the year plays a pivotal role in the seamless execution of educational activities. Essential dates, such as tests and exams, are predetermined and communicated in advance, providing students with a clear roadmap for their academic journey. Additionally, the calendar incorporates schedules for conferences and special courses, ensuring that these events are thoughtfully integrated into the academic framework.

The foresight in planning extends to recognizing and commemorating significant days, such as World Hearing Day, World Voice Day, International Cochlear Implant Day and Autism Awareness Week. By incorporating these events into the academic calendar well in advance, we were effectively able to organize activities and initiatives that raise awareness and promote understanding.

Listing exam dates in the academic calendar enhances institute transparency by providing a clear schedule of assessments. This transparency fosters an environment where students, faculty, and staff can plan effectively, promoting a streamlined functioning of the institute and ensuring everyone is informed and prepared for upcoming evaluations.

File Description	Documents
Academic calendar	https://www.speechear.org/downloads/criteria/2.5.1-%20Academic%20Calender.pdf
Dates of conduct of internal assessment examinations	https://www.speechear.org/downloads/criteria/2.5.1%20Internal%20Exams.pdf
Any other relevant information	<u>NA</u>

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

In the context of university semester exams, the institution adopts a comprehensive approach to address grievances. Concerns related to semester exams are handled by the university, ensuring a fair and impartial resolution process. For continuous evaluation components like internal tests, the respective examiner or teacher responsible for conducting the assessments takes charge of addressing related grievances. This decentralized approach allows for a more immediate and personalized resolution.

Furthermore, the evaluation process incorporates transparency and feedback mechanisms. Internal tests and assignments are diligently valued, and the corrected scripts are shared with students. Teachers go the extra mile by providing individualized feedback sessions, explaining errors and offering insights into alternative approaches.

This proactive step not only aids in the learning process but also mitigates potential issues.

In the event of persisting grievances, a dedicated Grievance Cell serves as the platform for conflict resolution. The institution strives to ensure a swift resolution process, emphasizing the importance of quick feedback to promote continuous learning. Overall, this multifaceted grievance redressal system demonstrates the institution's commitment to maintaining fairness, transparency, and a supportive learning environment for its students.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
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

Numerous changes have been implemented in the administration of internal assessments. Alongside regular tests and assignments, a midterm exam has been introduced, mirroring the format of the university exams to familiarize students with the pattern. Some assignments now involve online submission, either through dedicated platforms or on messaging apps like WhatsApp.

To enhance practical knowledge, students undergo assessments in the Objective Structured Clinical Examination (OSCE) or Objective Structured Practical Examination (OSPE) formats. Analytical skills are evaluated through quiz cases, prompting students to explain the reasoning behind certain findings.

In order to provide targeted support, individuals scoring below 55% receive remedial assistance. This includes personalized one-on-one support and, if necessary, a chance to retake the test. A structured schedule is shared, encouraging self-study in the library where students can engage with staff members to address difficulties. This

collaborative learning environment fosters open discussions, allowing students to freely express their challenges and seek guidance from staff members during these study sessions.

File Description	Documents
Information on examination reforms	https://www.speechear.org/downloads/criteria/2.5.3%20Examination%20Reforms.pdf
Any other relevant information	NA

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

Numerous changes have been implemented in the administration of internal assessments. Alongside regular tests and assignments, a midterm exam has been introduced, mirroring the format of the university exams to familiarize students with the pattern. Some assignments now involve online submission, either through dedicated platforms or on messaging apps like WhatsApp.

To enhance practical knowledge, students undergo assessments in the Objective Structured Clinical Examination (OSCE) or Objective Structured Practical Examination (OSPE) formats. Analytical skills are evaluated through quiz cases, prompting students to explain the reasoning behind certain findings.

In order to provide targeted support, individuals scoring below 55% receive remedial assistance. This includes personalized one-on-one support and, if necessary, a chance to retake the test. A structured schedule is shared, encouraging self-study in the library where students can engage with staff members to address difficulties. This collaborative learning environment fosters open discussions, allowing students to freely express their challenges and seek guidance from staff members during these study sessions.

File Description	Documents
Information on examination reforms	https://www.speechear.org/downloads/criteria/2.5.3%20Examination%20Reforms.pdf
Any other relevant information	NA

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	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
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 assessment structure for a program primarily hinges on exams and clinical viva, which serve as crucial benchmarks for evaluating student outcomes. These exams strictly adhere to the prescribed format outlined in the official syllabus, providing a standardized method for evaluating the knowledge and skills acquired by students. The clinical viva aspect adds a practical dimension, ensuring that students can apply their theoretical understanding in real-world scenarios.

Internal assessment exams, although aligned with the university's framework, may exhibit slight variations in terms of specific questions and assignments. This allows for a more nuanced evaluation, considering the unique focus and emphasis of the internal assessments within the program. The continuous assessment format follows the guidelines set by the university, incorporating a combination of assignments and tests.

Assignments play a pivotal role in this continuous assessment, offering students opportunities to delve into specific topics, demonstrate critical thinking, and showcase their grasp of the material. Tests, too, contribute to the ongoing evaluation process, providing a snapshot of the students' comprehension and application of knowledge over time. Overall, this multifaceted assessment approach ensures a comprehensive evaluation of students' academic progress, combining theoretical understanding with practical application in both standardized and program-specific contexts.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.speechear.org/downloads/criteria/Learning%20objectives%20and%20learning%20outcomes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.speechear.org/downloads/criteria/2.6.1%20and%202.6.3%20learning%20outcomes.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.speechear.org/downloads/criteria/Learning%20objectives%20and%20learning%20outcomes.pdf
Any other relevant information	NA

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	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
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

The teaching and learning processes within the program are meticulously aligned with the stated learning outcomes, fostering a comprehensive educational experience. Practical classes, encompassing both laboratory and non-laboratory practical training, are designed to familiarize students with equipment usage and report formats. This hands-on approach ensures that theoretical knowledge is translated into practical skills.

Assessment of application skills goes beyond the traditional classroom setting. Everyday situations in clinical settings serve as arenas for evaluating students' decision-making abilities. The assessment extends to interactions with actual patients, whether through Objective Structured Clinical Examinations (OSCE) or the analysis of old case files. Students are challenged to diagnose conditions, select appropriate tests, and determine suitable procedures. The staff actively participates in evaluating students' decision-making processes, assessing their ability to apply theory to practice.

A critical aspect of evaluation involves determining whether students can independently navigate through diagnostic procedures and justify their choices. This process includes analyzing why certain tests are deemed unsuitable and gauging the students' capability to make informed decisions. This comprehensive evaluation framework ensures that students not only grasp theoretical concepts but can effectively apply them in real-world healthcare scenarios, preparing them for demands of their future professional roles.

File Description	Documents
Programme-specific learning outcomes	https://www.speechear.org/downloads/criteria/2.6.1%20%20and%202.6.3%20Learning%20Outcomes.pdf
Any other relevant information	NA

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

In an effort to bridge the distance between students and their parents, attempts were made to facilitate online meetings. This initiative aimed to accommodate the geographical separation between students and their families. Despite these efforts, the response has been mixed, with some students and parents willing to actively participating in the online meetings, while a majority not willing to engage.

To address matters of interest and concern, a structured approach is in place where the respective student, accompanied by their parents, meets with the principal on call basis when needed. This face-to-face interaction serves as a platform for open discussions, allowing the principal to directly address queries, provide guidance, and discuss any relevant issues. The personalized nature of these meetings ensures that the concerns of both students and parents are heard and addressed in a collaborative manner.

While the online meetings were intended to facilitate communication, the institution recognizes the importance of direct, in-person discussions for significant matters. This approach ensures a more thorough understanding of the concerns raised and fosters a sense of collaboration between the educational institution, students, and their parents in creating a conducive and supportive learning environment.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.speechear.org/downloads/criteria/2.6.4%20Parents %20teacher%20meet.pdf
Follow up reports on the action taken and outcome analysis.	NA
Any other relevant information	NA

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://www.speechear.org/downloads/criteria/2.7%20Student%20Satisfaction%20Survey%20%202022%20to%20Aug%202023.pdf>

File Description	Documents
Any other relevant information	No File Uploaded

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Database of all currently enrolled students (Data Template)	View File
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

0

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	No File Uploaded
Information as per Data template	View File
Any other relevant information	No File Uploaded
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.	No File Uploaded

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

6

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	No File Uploaded
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
0	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)	View File
Link for funding agencies websites	NA
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

The Institute has several stages of review for projects for research. Research proposals were refined at the department and institute levels before being submitted to the research technical committee in an effort to raise the quality of the work. A review of the quality, applicability, and implications of the student dissertation proposals as well as other faculty studies was done by the Research Technical Committee and the Ethical Committee. Furthermore, in order to cultivate students' research interests, brief lectures, conferences, and seminars on pertinent subjects were held. Additionally, the institute subscribes to peer-reviewed journals. The teachers encouraged students to pursue research investigations together. Some of the students presented papers at different scientific forums, and published their research. Faculty and students received assistance from the in-house statistician for the research studies. The way that the teaching faculty arranged their video lessons allowed students to learn about current trends in the course. Additionally, the students were assigned to clinical labs and specialised units where they assisted in the evaluation and treatment of patients with speech, language, hearing, and swallowing disorders. For advanced learning, the students were placed in hospitals. For postgraduate students, an externship programme was started.

File Description	Documents
Details of the facilities and innovations made	https://www.speechear.org/downloads/criteria/3.2.1.pdf
Any other relevant information	NA

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

20

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
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:

4. Norms and guidelines for research ethics and publication guidelines are followed

File Description	Documents
Institutional Code of Ethics document (Data Template)	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
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 the implementation of all research projects All the projects including student project work are

A. All of the Above

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	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Any other relevant information	No File Uploaded
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	No File Uploaded
List of teachers recognized as guides during the year	No File Uploaded
Information as per Data template	View File
Letter of PG guide recognition from competent authority	No File Uploaded

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

16

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	View File
Information as per Data template	View File
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	View File
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

8

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

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

134

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
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

The Institute's societal contribution has attracted appreciation. We have received numerous honors in recognition of the community services we have rendered. Employees at the institute have also been recognized for their contributions to the field of speech, language, and hearing impairment. They have received accolades for their dedication to serving the institute and society, as well as for their services to the community as a whole and to disabled

individuals. The institute's long-standing objective has been to empower and address the needs of individuals with disabilities. The work of the staff members whose contributions have been recognized demonstrates this. The institute has won numerous awards and recognitions for its outreach initiatives, dedicated commitment and devoted service to society. The institute values these honors and is constantly striving to improve.

File Description	Documents
List of awards for extension activities in the year	https://www.speechear.org/downloads/criteria/3.4.3-%20Institution%20awards.pdf
e-copies of the award letters	NA
Any other relevant information	NA

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

Various Institutional Social Responsibilities were conducted as follows:

1. World Hearing Day: The Department of Hearing Studies held a number of activities centred on the theme "Ear and Hearing Care for All: Let's make it a Reality" proposed by WHO

2. International Noise Awareness Day: This event was observed by spreading awareness through posters & flyers in social media

3. World Autism Day: Art competition for children with Autism Spectrum Disorder.

4. School adoption: The institute has adopted a government school in a nearby locality and provides physical education & screening children for speech & hearing difficulties free of cost.

5. Blood donation

6. Free camps: The institute conducted more than 150 camps (public and school screening camps) in Karnataka and in Andhra Pradesh.

7. Free hearing aids distribution: free hearing aids were distributed to the rural people following a free hearing screening.

8. Food drive

9. Toy and book library: -Parents of children with communication disorders issued books and toys for free to carry out home training activities

10. Cleanliness drive

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.speechear.org/downloads/criteria/3.4.4.pdf
Any other relevant information	NA

3.5 - Collaboration

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

10

File Description	Documents
Certified copies of collaboration documents and exchange visits	No File Uploaded
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

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

32

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
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 institution's courses comply with the Rehabilitation Council of India's regulations. The classrooms, seminar hall, and auditorium are outfitted with information and communication technology (ICT) facilities. Two specialized science labs, one for hearing and one for speech, are positioned on the ground level for hands-on clinical instruction. These air-conditioned labs create an ideal learning environment for learners. Additionally, both undergraduate and postgraduate students fulfil their clinical practicum requirements by working in the departments of Hearing Studies, Speech Language Studies, and Psychology. This integrative approach enhances their clinical skills and experiences. Students and staff have access to computers with internet access as well as printers. We have a unique facility called the COMPUTER ASSISTED LEARNING LABORATORY, which includes preloaded software/documents. The documents available in this system are a rare collection of conference proceedings, test materials, audiovisual test materials, subscribed e-books, e-journals (Thieme, N-list, IALP), and other resources that can help students prepare for classroom presentations, clinical conferences, and journal clubs.

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

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 measures 2428.11 square metres, or 0.6 acres. The building houses a gym, a seminarhall, an auditorium and a multi-purpose hall for student-led extracurricular events. The student council (Dr.SRC's SASH) organizes annual cultural events such as talent shows, indoor and outdoor sports activities, and celebrates festivals to promote the students' and staff's different cultural origins. The outdoor sporting events are held on a rented playground, and all students and staff participate enthusiastically. Sports equipment is renewed as needed, and consumables are replaced annually as needed. Everyone participates in these events with great enthusiasm.

File Description	Documents
List of available sports and cultural facilities	https://www.speechear.org/downloads/criteria/4.1.4%20Geotagged%20Photographs%20%20of%20%20sports%20and%20cultural%20facilities%20pdf.pdf
Geo tagged photographs	https://www.speechear.org/downloads/criteria/4.1.4%20Geotagged%20Photographs%20%20of%20%20sports%20and%20cultural%20facilities%20pdf.pdf
Any other relevant information	<u>NA</u>

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 grounds offer numerous amenities to both staff and students. On-campus accommodation is accessible for both male and female students, with capacities of 32 and 96 individuals, respectively, with 24-hour Wi-Fi access. The campus also includes a canteen that serves both North and South Indian food, as well as a snack bar. The institute's infrastructure comprises a seminar hall, an auditorium, and a multi-purpose hall used for academic and extracurricular events. The campus has computers and high-speed Wi-Fi, 24-hour security, daily cleaning services, CCTV cameras, a lift, wheelchair-accessible ramps, a doctor for medical emergencies, biometric devices for staff and students, filtered drinking water, fire alarms and extinguishers, and disabled toilets. The nearest post office and SBI bank are 1.5 kilometres and 500 metres from the institute, respectively.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.speechear.org/downloads/criteria/4.1.5%20Photographs%20Geo%20tagging%20of%20Campus%20facilities.pdf
Any other relevant information	<u>NA</u>

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)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

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 aims to give academic and clinical training. All classrooms have ICT technologies to assist the teaching and learning process. The faculty frequently evaluates student performance and employs Faculty Development Programme methodologies to ensure students receive the best education possible. The Speech Language Studies, Hearing Studies, and Psychology departments all offer clinical services. The institute's specialised units include 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 receive hands-on clinical practice. All departments are equipped with the latest technology and equipment. The institute also has two dedicated "Mobile Bus," which are sound-proof and offer free services to rural and suburban regions via camps. The Department of Hearing Studies performs newborn hearing exams in government tertiary institutions to diagnose and rehabilitate babies as soon as possible.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.speechear.org/downloads/criteria/4.2.1%20List%20of%20facilities%20available%20for%20patient%20care,%20teaching-learning%20and%20research.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.speechear.org/downloads/criteria/4.2.1The%20facilities%20as%20per%20the%20stipulations%20of%20the%20respective%20Regulatory%20Bodies.pdf
Any other relevant information	NA

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

15531

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.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	NA

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

139

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	View File
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

C. Any 2 of the Above

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

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	https://www.speechear.org/downloads/criteria/4.3.1%20Library%20Geotageed%20Photos.pdf
Any other relevant information	NA

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	https://www.speechear.org/downloads/criteria/4.3.1%20Library%20Geotageed%20Photos.pdf
Any other relevant information	Na

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 3103

volumes of books. Library has a spacious Stock section, Reference section and Personal study area.

The Central Library has also built a Digital Library where users can access online journals, e-books, project reports, technical publications, and books. Our College Library is a member of Inflibnet (N-List), Thieme publications, and the Inter Library Loan (ILL) service.

Users can use Back volumes of journals and previous years' question papers are also accessible in print. Users can access back years exam papers, e-books, journal front pages and contents, notes, current affairs, current awareness, idea of the day, and so on.

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. Library annual budget for the academic year 2022-23 is 9 lakhs. Working hours of the library are 8:30 am to 8:00 pm. In Saturday from 9.00 am to 5.30 pm. In our Library staff members are well qualified and experienced.

File Description	Documents
Data on acquisition of books / journals / Manuscripts / ancient books etc., in the library	https://www.speechear.org/downloads/criteria/4.3.2%20Journal%20Register,%20Invoice%20and%20Accession%20Register.pdf
Geotagged photographs of library ambience	https://www.speechear.org/downloads/criteria/4.3.1%20Library%20Geotageed%20Photos.pdf
Any other relevant information	<u>NA</u>

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

C. Any 2 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
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)

10

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
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 : 60-70 (Including staff and student)
- Average number of books issued/returned: 20-25
- Ratio of library books to students enrolled: 1: 12
- Number of books added for the year 35
- Average number of login to opac: (OPAC)
- Average number of login to e-resources: 10-15
- Average number of e-resources downloaded/printed: At the time of dissertation/presentation, research is more average is 8-10
- We go through our collection every year to remove damaged

items. If a book is in bad condition, like pages falling out or a torn binding, we fix it by rebinding. If a book is missing or replaced by students with the same or latest edition (and the lost copy is paid for), we update our records to show that the book has been withdrawn in the Accession Register.

Support is provided by the Library staff.

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 dissertations, projects and presentations. In addition, we have a few soft copies of journals and books which are downloaded from the Internet. They are mostly utilized the same for research purposes.

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

File Description	Documents
Details of library usage by teachers and students	https://www.speechear.org/downloads/criteria/4.3.5%20Library%20Usage%20Report%20final.pdf
Details of library usage by teachers and students	NA
Any other relevant information	NA

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other	E. None of the Above
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File Description	Documents
Links to documents of e-contents used	No File Uploaded
Data template	View File
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)

9

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
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

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 enable 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	https://www.speechear.org/downloads/criteria/4.4.2%20Upgradation%20of%20IT%20faciities.pdf
Any other relevant information	NA

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

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 enable 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	https://www.speechear.org/downloads/criteria/4.4.2%20Upgradation%20of%20IT%20faciities.pdf
Any other relevant information	NA

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

E. < 50 MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
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)

410.66

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
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	https://www.speechear.org/downloads/criteria/4.5.2-minutes%20of%20the%20meeting.pdf
Log book or other records regarding maintenance works	https://www.speechear.org/downloads/criteria/4.5.2-log%20bookand%20records%20of%20maintenance%20works.pdf
Any other relevant information	<u>NA</u>

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

15

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

<p>5.1.2 - Capability enhancement and 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</p>	<p>C. Any 3 or 4 of the Above</p>
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File Description	Documents
Any other relevant information	View File
Link to Institutional website	https://www.speechear.org/downloads/criteria/5.1.2%20Proof_compressed.pdf
Details of capability enhancement and development schemes(Data Template)	View File

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

45

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File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.speechear.org/downloads/criteria/5.1.3%20students%20provided%20training%20and%20guidance%20for%20competitive%20examinations%20and%20career%20counseling%20offered%20by%20the%20Institution%20during%20the%20year%20.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
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

No international students have taken admissions in this assessment period

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

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	NA
Details of student grievances and action taken (Data template)	View File
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.

5

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

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

55

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
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

20

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
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

11

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
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

Managing college life and planning fun events are spearheaded by the "Students Association of Speech Hearing," or SASH. The ten roles that comprise the council are Assistant Treasurer, Editor, General

Secretary, Food Secretary, Cultural Secretary, Sports Secretary, Treasurer, and Assistant Food Secretary. Students are also separated into four clubs: Culture, Art, Nature, and Social. In addition to new announcements, brainstorming sessions, and games that bring some fun into the classroom, the student council members have worked very hard to plan weekly events that promote student connection and unity.

Additionally, the student union serves as a conduit between faculty and students, listens to grievances and requests, and empowers students to have their voices heard. SASH members actively participate in the library committee meetings and have offered suggestions for the same.

All the common festivals including Iftar celebrations for Ramzan, Ganesh Chaturthi, Christmas, Onam, Holi, Ramadan, Karnataka Rajyotsava are celebrated by students and staff to imbibe the thoughts of different cultures among students along with competitions and talent shows.

The plan called for additional student activities like elections and the introduction of the incoming Student Council members, who went on to celebrate holidays and other events. When on campus, the student body president attended both the IQAC and the governing council meetings. He presented the issues that the IQAC meeting needed to address immediately.

File Description	Documents
Reports on the student council activities	https://www.speechear.org/downloads/criteria/5.3.2%20%20Reports%20on%20the%20student%20council%20activities.pdf
Any other relevant information	<u>NA</u>

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

14

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
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

Alumni Association Committee

The institute has a registered Alumni Association Committee by the name: Alumni of Dr S R Chandrasekhar Institute of Speech and Hearing for building strong bonds between alumni and the present students. The committee was registered on 12/09/2016 under the Karnataka Society Act 1960. The alumni are a proud contributor not only to its alma mater but also towards the welfare of the society across the globe. They are well placed in various institutions, hospitals, Hearing Aid companies, Research and Development, Government projects and sectors, private clinics and so on. It serves as a forum through which alumni may support and advance the pursuit of academic excellence at the institution. They help in conducting seminars with eminent personalities in the field on a national platform. They also mark their presence and bring name to the institute by presentations at global platforms. Some of the members also contribute by providing monetary benefits to the needy in terms of hearing aids, contributions to conduct seminars, funding for cultural activities etc. Both the staff and students attended the talks which helped them update their knowledge. This association helps to organize and coordinate reunion activities of the alumni

File Description	Documents
Registration of Alumni association	https://www.speechear.org/downloads/criteria/5.4.1%20Registration%20of%20Alumni%20association.pdf
Details of Alumni Association activities	https://www.speechear.org/downloads/criteria/5.4.1%20Details%20of%20Alumni%20Association%20activities.pdf
Frequency of meetings of Alumni Association with minutes	https://www.speechear.org/downloads/criteria/5.4.1%20Frequency%20of%20meetings%20of%20Alumni%20Association%20with%20minutes.pdf
Quantum of financial contribution	NA
Audited statement of accounts of the Alumni Association	https://www.speechear.org/downloads/criteria/5.4.1%20audited%20statements.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

C. Any 2 or 3 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
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 clearly defined vision to create a world without activity limitation for persons with communication disorders has been the basis for its academic and administrative governance.

Institute continuously strives to accomplish its mission to develop world class human

resources by conducting academic programmes at diploma, bachelors, masters and

PhD levels. Facilities required for these programmes are provided as stipulated

by statutory bodies.

Outreach camps in and around Karnataka, school screening programmes in Bangalore, and neonatal hearing screening programmes are conducted as preventive and

pre-emptive action to avoid conditions leading to disabilities.

To promote equal opportunities in clinical services, subsidies for BPL card

holders and senior citizens are provided. Assessments and therapeutic services

and free hearing aids are provided to deserving individuals. Government schemes

like the RBSK, ADIP are also offered.

Initiatives like the parent support network and mothers training centre focus on whole life perspectives reducing the burden of family members of persons with communication disorders.

Research to promote growth of the field is conducted after scrutiny and clearance of the

research technical committee and institutional ethics committee ensuring human

rights.

Decisions and activities are governed by the governing council, advisory board, management committee, IQAC, principal, and heads of departments.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.speechear.org/downloads/criteria/6.1.1vision%20and%20mission.pdf
Achievements which led to Institutional excellence	https://www.speechear.org/downloads/criteria/6.1.1institutional%20achievements.pdf
Any other relevant information	NA

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

The clearly defined vision to create a world without activity limitation for persons with communication disorders has been the basis for its academic and administrative governance.

Institute continuously strives to accomplish its mission to develop world class human

resources by conducting academic programmes at diploma, bachelors, masters and

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research technical committee and institutional ethics committee ensuring human

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management committee, IQAC, principal, and heads of departments.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.speechear.org/downloads/criteria/6.1.1vision%20and%20mission.pdf
Achievements which led to Institutional excellence	https://www.speechear.org/downloads/criteria/6.1.1institutional%20achievements.pdf
Any other relevant information	NA

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

A 3-member management committee formed out of members of the trust governs the functioning of all units of the Bangalore Speech and Hearing Trust.

The college operates as a unit within the trust, which follows a decentralized management approach under the capable leadership of the principal, deputy director of academics, and the Internal

Quality Assurance Cell (IQAC). The IQAC and its committees demonstrate participatory and decentralized management, conducting regular meetings. Each committee within the IQAC, guided by its chairperson, carries out activities aligned with their specific objectives. Additionally, academic planning and monitoring occur through faculty meetings, while department heads oversee the functioning of their respective departments.

At the university level, faculty are members of the Board of Studies and Board of Examinations when their experience and qualification meet requirements. Senior faculty members also serve as various governing bodies.

In addition, faculty members in charge of programmes participate in decision making as they propose the plan of action for their programmes, obtain necessary provisions and approvals, and execute these plans according to their defined roles.

Implementing decentralization helps provide flexibility and responsiveness for personal growth, efficient implementation of quality initiative, helps foster diverse perspectives and ideas and tailor solutions to specific needs.

File Description	Documents
Relevant information /documents	https://www.speechear.org/downloads/criteria/6.1.2%20relevant%20information.pdf
Any other relevant information	NA

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

Academic programmes are conducted according to Bangalore North University (BNU) and Rehabilitation Council of India (RCI) regulations.

The programme structure and syllabus are regulated by the RCI which proposes standards and infrastructure requirements. RCI carries out inspections and gives certification to conduct courses if requirements are met. Certification is renewed periodically.

BNU regulates examinations and course delivery. Annual inspections by the Local Inquiry Committee are conducted to ensure compliance to regulations.

The institute has received requisite permissions from BNU and RCI to conduct courses.

BNU governs admission processes and awarding of degrees through its vice chancellor and registrar. Board of Studies with the principal as chairperson and Board of Examiners are formed for examination purposes.

Board of Trustees, Management committee members (MCM) and Advisors to MCM form the top leadership in the hierarchy. They chart out action plans in compliance with regulatory bodies and are responsible for the institute's financial stability and growth.

Principal interacts with BNU and RCI on behalf of college and MCM, charts out action plans, and seeks approval from MCM. Principal officiates regular meetings, plans the calendar of events, collects feedback for smoothing functioning of college activities.

IQAC assures quality in the functioning through its committees.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.speechear.org/downloads/criteria/6.2.1%20Minutes%20of%20meetings.pdf
Any other relevant information	NA
Organisational structure	https://www.speechear.org/downloads/criteria/6.2.1%20organizational%20chart.pdf
Strategic Plan document(s)	https://www.speechear.org/downloads/criteria/6.2.1%20strategic%20plan.pdf

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	View File
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	View File
Policy documents	View File
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

The welfare measures implemented for faculty members encompass a comprehensive package aimed at ensuring their financial security and well-being. The institution provides benefits such as the Employees' Provident Fund (EPF), serving as a reliable savings avenue for retirement. Additionally, accident coverage is extended to faculty members, safeguarding against unforeseen events and providing a

sense of security. The Employees' State Insurance (ESI) scheme offers healthcare coverage, addressing medical needs and promoting overall health. Gratuity forms a significant component, acknowledging the years of service rendered by faculty members with a substantial lump sum upon retirement. Encashment of earned leaves allows faculty members to utilize accrued leave days, providing flexibility and relaxation. Moreover, the institute extends loan facilities to its staff, assisting in times of financial need or personal investment endeavors, fostering financial stability and growth. Collectively, these welfare measures underscore the institution's commitment to the holistic well-being of its faculty members, acknowledging their contributions and ensuring a conducive and supportive work environment.

File Description	Documents
Policy document on the welfare measures	https://www.speechear.org/downloads/criteria/6.3.1%20Policy%20documents%20on%20welfare%20measures.pdf
List of beneficiaries of welfare measures	https://www.speechear.org/downloads/criteria/6.3.1%20List%20of%20beneficiaries.pdf
Any other relevant document	<u>NA</u>

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The welfare measures implemented for faculty members encompass a comprehensive package aimed at ensuring their financial security and well-being. The institution provides benefits such as the Employees' Provident Fund (EPF), serving as a reliable savings avenue for retirement. Additionally, accident coverage is extended to faculty members, safeguarding against unforeseen events and providing a sense of security. The Employees' State Insurance (ESI) scheme offers healthcare coverage, addressing medical needs and promoting overall health. Gratuity forms a significant component, acknowledging the years of service rendered by faculty members with a substantial lump sum upon retirement. Encashment of earned leaves allows faculty members to utilize accrued leave days, providing flexibility and relaxation. Moreover, the institute extends loan facilities to its staff, assisting in times of financial need or personal investment endeavors, fostering financial stability and growth. Collectively, these welfare measures underscore the institution's commitment to the holistic well-being of its faculty

members, acknowledging their contributions and ensuring a conducive and supportive work environment.

File Description	Documents
Policy document on the welfare measures	https://www.speechear.org/downloads/criteria/6.3.1%20Policy%20documents%20on%20welfare%20measures.pdf
List of beneficiaries of welfare measures	https://www.speechear.org/downloads/criteria/6.3.1%20List%20of%20beneficiaries.pdf
Any other relevant document	NA

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

6

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	View File
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.,)

25

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)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
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.)

12

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	View File
Any other relevant information	No File Uploaded
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

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

Internal performance appraisal of the staff

Performance Appraisal is conducted for the teaching and non-teaching

staff annually. In addition, it is conducted at the end of the probationary period for those on probation to decide on continuation of services.

The performance appraisal criteria vary based on the role played in the organization - i.e., teaching faculty, non-teaching (clinical) staff, and administrative staff.

Performance appraisal is multi-tiered; it includes self-appraisal, appraisal by the head of the department, appraisal by the principal, and appraisal by the management committee members. Appraisal is multi-faceted as it includes appraisal of knowledge, skills, clinical work, academic work, administrative work, soft-skills, and research contributions. Employees also appraise their own strengths and weaknesses.

External performance appraisal of academic activities:

Academic activities are regularly audited by the Rehabilitation Council of India (RCI). Inspections are carried out by the RCI and permission to conduct courses is granted if an 80% criterion is met in their grading system. Current permissions for PG courses are valid till 2026 and for the UG course up till 2027.

Annual academic audits are also conducted by the Local Inspection Committee of the Bangalore North University. This audit assesses compliance to university standards and regulations.

File Description	Documents
Performance Appraisal System	https://www.speechear.org/downloads/criteria/6.3.5%20Performance%20appraisal%20.pdf
Any other relevant information	NA

6.4 - Financial Management and Resource Mobilization

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

College sources of revenue:

1. Tuition Fee:

- Primary source of income

- Fee structure for each course decided annually by MCM and approved by the board of trustees

- Collected digitally by RTGS/NEFT or Cheque/DD/Cash directly deposited into the account

1. Hostel Fee and other student activity fee
2. Interest and dividend
3. Miscellaneous

The college is a unit of the Bangalore Speech and Hearing Trust (BHST); BHST generates additional revenue through:

1. Clinical Services:

- Fees for assessment and therapeutic services for speech, language, swallowing and hearing disorders
- Supports government schemes like cochlear implantation
- Consultation for intraoperative monitoring during CI surgery
- BPL card holders obtain subsidies
- Receipts are generated for all the charges collected from patients during their visit by the cashier/ accountant.

1. Research Grants:

2. CSR Grants: Grants have been received from SBI foundation and Tech Mahindra
3. Donations: from philanthropists
4. Interest and Dividend

Allocation of Budget:

The Board of Directors approves the Management Committee's annual budget and revenue plan. All board members discuss and approve capital expenditure plans during quarterly meetings. Funds are set aside to cover administrative and academic expenses. All transactions are documented by the Administrative Office's Finance Section. After receiving spending requests from Heads, the MCM considers them and makes allocations depending on the resources at hand.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.speechear.org/downloads/criteria/6.4.1%20resource%20mobilization%20policy.pdf
Procedures for optimal resource utilization	https://www.speechear.org/downloads/criteria/6.4.1%20procedures%20for%20optimal%20resource%20utilization.pdf
Any other relevant information	<u>NA</u>

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

The institute is a non-profit public trust organization; all its financial statements are routinely audited by a reliable certified auditing firm. TALLY, an accounting program, is used to manage all the accounts. All transactions are through cheques or bank transfers such as NEFT. Purchases are made after obtaining quotes from numerous vendors—at least three. The accountant, administrator, and head of the relevant department examine each quotation. The members of the management committee make the ultimate decision and authorize purchases based on their suggestions.

Annually, internal audits are conducted to check stocks, validate cash, and find any weaknesses in the system. An auditing firm conducts an annual audit, during which all financial statements pertaining to income and expenses are validated, balance sheets are generated, taxes are computed, and an audit report is acquired.

In accordance with the legislation and regulations, audited financial statements are routinely filed with the relevant government departments.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.speechear.org/downloads/criteria/6.4.2%20Internal%20and%20external%20audits%20.pdf
Any other relevant information	<u>NA</u>

6.4.2 - Institution conducts internal and external financial audits regularly

The institute is a non-profit public trust organization; all its financial statements are routinely audited by a reliable certified auditing firm. TALLY, an accounting program, is used to manage all the accounts. All transactions are through cheques or bank transfers such as NEFT. Purchases are made after obtaining quotes from numerous vendors—at least three. The accountant, administrator, and head of the relevant department examine each quotation. The members of the management committee make the ultimate decision and authorize purchases based on their suggestions.

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In accordance with the legislation and regulations, audited financial statements are routinely filed with the relevant government departments.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.speechear.org/downloads/criteria/6.4.2%20Internal%20and%20external%20audits%20.pdf
Any other relevant information	NA

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)
Nil	6.7

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
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

The IQAC focuses on quality improvement in all areas through its 16-member committee established according to NAAC protocols. It guides the action plans of all college activities and ensures overall quality through its various committees and coordinators. All programmes, seminars, workshops, and other initiatives are conducted in association with the IQAC.

Quality of teaching, learning, and evaluation is ensured through academic coordinators and an examination coordinator along with the Examination Committee, Mentorship Committee, and Faculty Development Committee. Feedback systems are also in place with personnel assigned to this specific task. In addition, the IQAC runs the Vikasa programme and Pragathi programme to enhance student learning.

Quality of infrastructure and learning resources is enhanced by the Infrastructure and Maintenance Committee and Library Committee.

Student Support and Progression is ensured by the Student Welfare Committee, Anti-ragging Committee, Internal Complaints Committee,

Grievance Redressal Committee, and Alumni Relations Committee. The IQAC also conducts the Beyond Books and College Series to expand students' thinking horizons while the Placement Cell strives to ensure employment of graduating students.

The IQAC ensures institutional values through the Social Outreach Committee, Women Empowerment Committee, and Environment Enrichment and Sustainability Committee.

The IQAC core team monitor and implement welfare policies for faculties and students.

This cell ensures that optimization and integration of modern methods of teaching and learning.

In addition, the Extension Activity Cell focusses on social service activities of students.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.speechear.org/downloads/criteria/6.5.2%20structure%20of%20IQAC.pdf
Minutes of the IQAC meetings	https://www.speechear.org/downloads/criteria/6.5.1%20Minutes%20of%20the%20meeting.pdf
Any other relevant information	<u>NA</u>

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	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

<p>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.,)</p>	<p>B. Any 3 of the Above</p>
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File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.speechear.org/downloads/criteria/6.5.3%20copies%20of%20AQAR.pdf
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	View File
Copies of the documents for accreditation	View File
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

4

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
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

Gender equity practices implemented in the institution encompass the adoption of policies and measures to ensure fairness and equal opportunities for individuals across all gender identities,

fostering an inclusive and diverse environment. Discrimination based on gender is strictly prohibited in recruitment, promotion, and admissions processes, ensuring impartiality and fairness throughout. Flexible work arrangements are offered to accommodate diverse employee needs, particularly acknowledging the caregiving responsibilities often shouldered by women.

Efforts to achieve gender balance extend to leadership positions, with equal representation across various boards, departments, administrative roles, and student bodies. Opportunities for participation and leadership in conferences, sports, and cultural events are equally accessible to all students. Safety measures are paramount, with committees dedicated to eliminating ragging, addressing grievances, and ensuring campus security through CCTV surveillance and fire safety protocols.

Furthermore, initiatives by the Women Empowerment Committee promote gender equity, sensitization, and safety awareness. Counseling services, mentorship programs, and grievance redressal mechanisms are readily available to support the well-being and development of both staff and students, with privacy and confidentiality safeguarded through anonymous suggestion and complaint boxes. The provision of common rooms for relaxation and recreation, along with dedicated spaces for individuals with specific needs, underscores the institution's commitment to inclusivity and support for all its members.

File Description	Documents
Annual gender sensitization action plan	No File Uploaded
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.speechear.org/downloads/criteria/7.1.2%20Specific%20facility%20provided-%20Photos.pdf
Any other relevant information	NA

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

Gender equity practices implemented in the institution encompass the adoption of policies and measures to ensure fairness and equal opportunities for individuals across all gender identities,

fostering an inclusive and diverse environment. Discrimination based on gender is strictly prohibited in recruitment, promotion, and admissions processes, ensuring impartiality and fairness throughout. Flexible work arrangements are offered to accommodate diverse employee needs, particularly acknowledging the caregiving responsibilities often shouldered by women.

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File Description	Documents
Annual gender sensitization action plan	NA
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.speechear.org/downloads/criteria/7.1.2%20Specific%20facility%20provided-%20Photos.pdf
Any other relevant information	NA

<p>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</p>	<p>C. Any 2 of the Above</p>
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File Description	Documents
Geotagged Photos	https://www.speechear.org/downloads/criteria/7.1.3%20Geotagged%20photos.docx.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
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:

- Colour coded dustbins for wet and dry waste are placed in all classrooms, departments and common areas. All washrooms are placed with dustbins to dispose sanitary waste.
- Solid waste is disposed through BBMP authorized waste collection centres.

2. E -waste:

- E-waste collection facility is available. E-waste is disposed through an authorized agent-Sankya, Bengaluru. MOU with Sankya is set in place.

3. Biomedical Waste :

- Biomedical waste collection facility is available. Biomedical waste generated from the Institute is handed over to Medicare Environmental Management Pvt. Ltd. (Reg.no. 7805). MOU with Medicare Environmental Management Pvt. Ltd is set in place.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.speechear.org/downloads/criteria/7.1.4%20Relelvant%20docs-MOU.docx-compressed.pdf
Geotagged photographs of the facilities	https://www.speechear.org/downloads/criteria/7.1.4%20Geotagged%20photos.docx-compressed.pdf
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:

- Colour coded dustbins for wet and dry waste are placed in all classrooms, departments and common areas. All washrooms are placed with dustbins to dispose sanitary waste.
- Solid waste is disposed through BBMP authorized waste collection centres.

2. E -waste:

- E-waste collection facility is available. E-waste is disposed through an authorized agent-Sankya, Bengaluru. MOU with Sankya is set in place.

3. Biomedical Waste :

- Biomedical waste collection facility is available. Biomedical waste generated from the Institute is handed over to Medicare Environmental Management Pvt. Ltd. (Reg.no. 7805). MOU with

Medicare Environmental Management Pvt. Ltd is set in place.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.speechear.org/downloads/criteria/7.1.4%20Relelevant%20docs-MOU.docx-compressed.pdf
Geotagged photographs of the facilities	https://www.speechear.org/downloads/criteria/7.1.4%20Geotagged%20photos.docx-compressed.pdf
Any other relevant information	NA

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
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File Description	Documents
Geotagged photos / videos of the facilities	https://www.speechear.org/downloads/criteria/7.1.5%20Geotagged%20photos.docx%20(1).pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	No File Uploaded
Any other relevant information	No File Uploaded

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
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File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.speechear.org/downloads/criteria/7.1.6%20Geotagged%20photos,%20visitor%20instruction%20displayed%20in%20the%20institution.docx.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

<p>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</p>	<p>B. Any 4 of the Above</p>
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File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	No File Uploaded

<p>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).</p>	<p>Fostering an inclusive environment that cherishes cultural and religious diversity within an institute is paramount for nurturing a</p>
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sense of belonging and equity among its members. The institution champions cultural and religious awareness through events such as ethnic day, Onam celebration, Talents day, Ganesh Chaturthi, Aayudha Pooja, Christmas celebration, and Iftar Celebration, showcasing the rich tapestry of backgrounds our staff and students come from. Encouraging participation in inter-college events fosters talent display and camaraderie.

To instill a sense of national belonging transcending cultural and religious barriers, the institute commemorates occasions like Independence Day and Kannada Rajyotsava. Offering Kannada Classes and studying the Indian Constitution underscores India's diverse socio-political landscape and core values.

Pioneering in hearing impairment rehabilitation, the institute advocates awareness through national summits and outreach programs, boasting a dedicated Sign Language Department. It caters not only to individuals with hearing impairments but also supports their families through a parent network, offering services regardless of socio-economic status, with concessions for BPL cardholders and seniors.

Embracing social responsibility, the institute engages in community-driven activities like Carnival, Cloth Collection Drive, and Ramadan Donation Drive, involving both staff and students. By embodying values of social service and humanity, the institute ensures holistic development and inclusivity for all.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.speechear.org/downloads/criteria/7.1.8%20Institutional%20effortsinitiatives%20in%20providing%20an%20inclusive%20environm ent.pdf
Any other relevant information/documents	NA

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,

B. Any 3 of the Above

administrators and other staff during the year
Annual awareness programmes on Code of
Conduct were organized during the year

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	https://www.speechear.org/downloads/criteria/7.1.9%20code%20of%20conduct..pdf
Details of the monitoring committee of the code of conduct	No File Uploaded
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

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 National and International Days should be commemorated and celebrated. Such events are organized by the institute and awareness is spread by circulating flyers, posters and videos through social media platform.

Days of national importance like Independence Day and Republic Day are included in the academic calendar and celebrated in favour of national integration. Regionally important days like Kannada Rajyotsava are celebrated within the premises of the institute by hoisting a flag and followed by cultural events.

Significant days like World Mental Health day, World hearing day, World Disability day, World Autism Day, World Voice day, World Down Syndrome Day were celebrated to increase awareness and sensitivity towards people with a disability. Augmentative and Alternative Communication Day was celebrated by organizing a Webinar on AAC to break the taboos surrounding AAC and its users and their quality of life.

The institute caters to the diverse religious appeal of the stakeholders in the form of formally observing various festivals like Ganesh Chaturthi, Onam, Christmas, Holi, Deepavali, Eid, Dussera and also organises events like Carnival, and Ethnic day.

Women's day, Teacher's Day and Children's Day are celebrated to honour women and teachers who play an integral part in the society and raise awareness of rights, welfare of children and women.

To increase awareness of the environment challenges and encourage action of stakeholders and staff, various environment related days are celebrated.

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's Extension Activity Committee conducts screening camps across Karnataka, utilizing various venues like convention halls, parks, and hospitals, with residential and day camps held in Bangalore, Hassan, Kolar, Mandya, and within an 80 km radius. Camp coordinators facilitate collaboration between organizers and the Institute's screening team, comprising technical support from Speech Language and Hearing Studies departments, interns, and students, along with non-technical assistance from drivers and support staff. In the past year, 166 camps assessed 15,153 individuals, with 146 students involved in communication disorder prevention.

Furthermore, the Institute provides free New-born hearing screening at five government hospitals in Bengaluru, prioritizing NICU admissions, benefiting 250-300 newborns monthly from low socioeconomic backgrounds. Failing screenings prompt subsidized evaluations and tailored early interventions, including aid procurement assistance and participation in government programs for amplification devices and therapy. To date, approximately 13,500 newborns have been screened, reflecting the Institute's impactful outreach efforts.

File Description	Documents
Best practices page in the Institutional website	https://www.speechear.org/downloads/criteria/7.2.1-%20Best%20practices..pdf
Any other relevant information	NA

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

Dr. S R Chandrasekhar Institute Of Speech and Hearing stands out as a premier institution dedicated to manpower development through a range of specialized courses including Diploma in Special Education, Bachelor's and Master's programs in Speech Language Pathology and Audiology, PG Diploma in Auditory Verbal Therapy, PhD programs, and fellowships. The institute prioritizes hands-on training and clinical exposure, facilitated by experienced faculty through a three-tier supervision system.

Students benefit from diverse clinical experiences and access to advanced technology, bolstered by externship postings in renowned hospitals and special schools. Notably, Master's students have exclusive opportunities, including observing Cochlear Implant surgeries. Active participation in national conferences, workshops, and community outreach initiatives further enriches their learning.

Embracing a multidisciplinary approach, the institute houses departments for audiology, speech language studies, and stroboscopy services, complemented by ENT specialists, occupational therapy, physiotherapy, psychology, and a dedicated Sign Language Unit. Additionally, the institute runs Sunnad School, a special institution for children with hearing impairment, and the Mothers Training Center, empowering mothers to effectively communicate with their hearing-impaired children. This comprehensive framework underscores the institute's commitment to holistic education and empowerment within the field of speech and hearing.

File Description	Documents
Appropriate web page in the institutional website	https://www.speechear.org/downloads/criteria/7.3.1%20Institutional%20Distinctiveness.docx%20(1).pdf
Any other relevant information	NA

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

Dr. S R Chandrasekhar Institute Of Speech and Hearing stands out as a premier institution dedicated to manpower development through a range of specialized courses including Diploma in Special Education,

Bachelor's and Master's programs in Speech Language Pathology and Audiology, PG Diploma in Auditory Verbal Therapy, PhD programs, and fellowships. The institute prioritizes hands-on training and clinical exposure, facilitated by experienced faculty through a three-tier supervision system.

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File Description	Documents
Appropriate web page in the institutional website	https://www.speechear.org/downloads/criteria/7.3.1%20Institutional%20Distinctiveness.docx%20(1).pdf
Any other relevant information	NA

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

Dr. S. R. Chandrasekhar Institute of Speech and Hearing, was established in 1977 with the support of the Lions Club of Bangalore East and Bangalore Speech and Hearing Trust. It is a leading Indian institution providing services to individuals with communication difficulties, swallowing difficulties, hearing and balance difficulty. It offers undergraduate programs, postgraduate programs (MSc. Audiology and MSc. Speech Language Pathology), Ph.D. in Speech

and Hearing, a Post Graduate Diploma course in Auditory Verbal Therapy, a Diploma in Special Education (Hearing Impairment), and fellowships, including speech and swallowing rehabilitation in head and neck cancers, and clinical audiology.

The institute, comprising of Department of the Hearing Studies, Department of Speech Language Studies, and Department of Psychology, offers clinical and academic programs approved by the Rehabilitation Council of India, a statutory board of the Govt of India except for fellowship programs that are highly regarded by both students and professionals due to their comprehensive clinical hands-on training.

Bengaluru North University has acknowledged all of the Institute's undergraduate and graduate programmes since 2018, with Bangalore University approving previously approved courses. The PhD candidates registered with Bangalore University obtained their doctoral research while the new candidates have registered under Manipal Academy of Higher Education, Manipal.

File Description	Documents
Details of the programs/courses offered during the year	https://www.speechear.org/downloads/criteria/8.1.1%20Details%20of%20the%20programs%20courses%20offered%20during%20the%20year.pdf
Minutes of relevant Academic Council/ BOS meetings	NA
Any other relevant information	NA

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

Dr. SRCISH is a non-profit institution that focuses on developing skilled human resources and providing affordable clinical services, infrastructure, library, and required facilities. It offers exceptional learning opportunities in the Departments of Hearing Studies, Speech Language Studies, and Psychology. Each department has specialized units. Here the students are exposed to multiple clinical tools specially catering to each disorder and thus are trained to treat patients individually with confidence upon completion of their course. The institute also hosts interns from other institutions to learn about clinical services for communication disorders.

Dr. SRCISH is one of the leading institutes offering clinical

services for communication disorders, assessment, and intervention services with advanced infrastructure with OPD facilities, ENT, and physiotherapy. Students also get opportunities to visit other hospitals for intraoperative monitoring for cochlear implant surgery, to enhance students' clinical expertise through experience.

The institute provides camps and awareness programs, focusing on lower socio-economic and rural populations. A sound-proof mobile unit for outreach is available for assessment. Institute undertakes new-born hearing screenings at hospitals in Bangalore, exposing students to hospital care and multidisciplinary interactions.

Additionally, tele-assessment and tele-management services for communication disorders are provided thus making it easier for all clients to access services.

File Description	Documents
Outpatient and inpatient statistics for during the year	https://www.speechear.org/downloads/criteria/8.1.2%20Outpatient%20and%20inpatient%20statistics%20during%20the%20year%20September%2022.pdf
Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System	NA
Any other relevant information	NA

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, which includes persons with Speech, Language, and Hearing disabilities.

The institute offers audiological and psychological examination results that are accepted by several government hospitals. The disability criteria of 40% and above for availing the benefits of the RPWD Act are derived based on the assessment of persons with Speech-Language and Hearing disability.

The institute offers 20% concessions for senior citizens and 50%

concessions for BPL hard holder. Additionally Students receive 50% concessions for fluency disorders therapy in the Department of Speech Language Studies. Outreach programs provide free services for clients unable to afford them. Over and above these concessions, several clients who are unable to afford the charges receive concession from 50 to 100% at the institute after getting approval from the management committee members. Free hearing aids are given to the needy who cannot afford it. The approval process involves consent from various professionals such as SLPs, audiologists, psychologists, social workers worker, and the management.

File Description	Documents
Details of disability certificates issued in during the year	https://www.speechear.org/downloads/criteria/8.1.3%20Details%20of%20disability%20certificates%20issued%20in%20during%20the%20year.pdf
Any other relevant information	https://www.speechear.org/downloads/criteria/8.1.3%20Any%20other%20relevant%20information%20-%20Concessional%20facilities.pdf

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 implementing the ADIP, RBSK scheme, and PM fund to assist the population with hearing impairment. The Assistance to Disabled Persons (ADIP) scheme, a government initiative, helps individuals obtain hearing aids. In collaboration with various hospitals in Bangalore, clients are screened for Cochlear Implant candidacy and provide surgery and intra-operative monitoring for children under 5 years. The scheme covers switch-on procedure, post-assessment, and rehabilitation services for surgically implanted children, offering free therapy sessions and discounted rates for further therapy beyond the scheme if needed.

The Rastriya Bal Swasti Karyakram (RBSK) scheme in Karnataka offers aid to children with hearing impairment, including cochlear implant surgeries and management services under AVT. The institute offers free hearing aids to eligible clients who meet implantation criteria, alleviating the burden on poor families who cannot afford hearing aids.

The institute supports individuals from poor socio-economic are also

encouraged to seek help through the PM fund and the institute helps them with the application process for the same, provides free hearing aids, and offers up to 15% discount on hearing aid prices.

The institute offers free newborn hearing screenings to government hospitals in Bangalore to assist in the early identification of babies with hearing impairment.

File Description	Documents
List of schemes	https://www.speechear.org/downloads/criteria/8.1.4%20List%20of%20schemes.pdf
List of beneficiaries under different schemes during the year	https://www.speechear.org/downloads/criteria/8.1.4%20List%20of%20beneficiary%20under%20different%20Schemes%20during%20the%20year.pdf
Any other relevant information	NA

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

The institute offers Bachelor's and Master's programs in Speech Language Pathology and Audiology, with specialization courses in Auditory Verbal Therapy and Special Education Hearing Impairment. These programs are approved by the Rehabilitation of Counsel of India (RCI) for two to five years, indicating well-equipped infrastructure and a proportionate clinical population. Fellowship programs, such as Speech and Swallowing Rehabilitation, and Clinical Audiology, are popular due to hands-on clinical training. All UG and PG programs were recognized by Bangalore University until 2018. Currently, these courses are under Bangalore North University. PhD candidates registered with Bangalore University have completed their doctoral research, while the new PhD candidates have registered under the Manipal Academy of Higher Education (M???), Manipal.

File Description	Documents
E-copies of approval letters from the Regulatory Bodies	https://www.speechear.org/downloads/criteria/8.1.5%20E-%20Copies%20of%20approval%20letters%20from%20the%20regulatory%20bodies.pdf
Any other relevant information	NA

<p>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</p>	<p>A. All of the Above</p>
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File Description	Documents
List of Diagnostic, treatment, clinical tests and research equipment available in the College	View File
Geotagged photos	View File
Invoices of clinical instrumentation and tools	View File
Any other relevant information	No File Uploaded
Data Template	View File

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

Hands-on training in Clinical settings:

Clinical Training

Students in undergraduate, postgraduate, and diploma courses receive clinical training in diagnosing and providing management for patients with hearing, speech, language, swallowing, and cognitive disorders using standardized assessments and evidence-based practices. They are trained in documentation, home training programs, and public education material development.

Clinical practicum classes are held regularly for UG students to connect theory with practice.

Diagnostic and therapeutic services for hearing, speech, and disorders

Students learn to assess, and diagnose communication disorders using subjective and objective tests, and instruments for differential diagnosis.

Therapeutic services

Undergraduate and postgraduate students offer therapeutic sessions

(individual & group) for communication disorder patients, with diverse case-exposure through semester-long postings across all departments.

Therapeutic services:

- Language therapy
- Articulation therapy
- Voice therapy
- Fluency therapy
- Swallow therapy
- Auditory verbal therapy
- Behavioural therapy
- Remedial therapy
- Physiotherapy and occupational therapy

Special units:

- Voice
- Fluency
- Adult Language Disorders
- Speech Sound Disorder
- Child Language Disorder
- Dysphagia
- Hearing aid trial
- Hearing Diagnostic
- Speech Sound Disorders
- Auditory Verbal Therapy
- Vertigo and Balance
- Sign Language
- Ear moulds and hearing aids Repair

Hands-on training in Community programs

Undergraduate students engage in outreach programs (camps, and school screenings) for six months in rural and urban Bangalore, while internships last for 10 months in various clinics, hospitals and special school across Bangalore.

File Description	Documents
Details of student postings in Clinical and community settings	https://www.speechear.org/downloads/criteria/8.1.7%20Details%20of%20student%20postings%20in%20clinical%20settings.pdf
Any other relevant information	<p style="text-align: center;"><u>NA</u></p>