



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

All India Institute of Speech and Hearing

- Name of the Head of the institution **M Pushpavathi**
- Designation **Director**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **08212502102**
- Alternate phone No. **08212502103**
- Mobile No. (Principal) **9449323811**
- Registered e-mail ID (Principal) **naacsc.aiish@gmail.com**
- Alternate Email ID **director@aiishmysore.in**
- Address **Naimisham Campus, Manasagangothri**
- City/Town **Mysuru**
- State/UT **Karnataka**
- Pin Code **570006**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Urban**

- Financial Status **Centrally Funded**
- Name of the Affiliating University **University of Mysore**
- Name of the IQAC Co-ordinator/Director **Dr. M Santosh**
- Phone No. **08212502821**
- Alternate phone No.(IQAC) **08212502165**
- Mobile No: **9663922033**
- IQAC e-mail ID **santoshm@aiishmysore.in**
- Alternate e-mail address (IQAC) **santoshm79@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)

<https://aiishmysore.in/storage/files/aqar-2021-22.pdf>

4.Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 2 | A | 3.24 | 2022 | 15/11/2022 | 14/11/2027 |

6.Date of Establishment of IQAC

27/06/2013

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 |
|---------------------------------|----------------------------|----------------|-----------------------------|-------------|
| Dr. Prithi Venkatesh | Sponsored programme | ICSSR | 07/04/2022 | 1.69 |

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (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**

- If yes, mention the amount **NA**

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

1. Departmental Peer Evaluation (DPE) 2. Conduction of National and International level workshops/seminar. 3. Preparation and monitoring of all academic events.

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 |
|--|---|
| To conduct training programs for non teaching staffs and to organize more workshops/seminars at National and International levels. | Conducting of training programs for non teaching staffs have been initiated and efforts have been made to increase the number of workshops/seminars organised by AIISH. |

13.Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Part A**Data of the Institution**

| | |
|--|---|
| 1.Name of the Institution | All India Institute of Speech and Hearing |
| • Name of the Head of the institution | M Pushpavathi |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 08212502102 |
| • Alternate phone No. | 08212502103 |
| • Mobile No. (Principal) | 9449323811 |
| • Registered e-mail ID (Principal) | naacsc.aiish@gmail.com |
| • Alternate Email ID | director@aiishmysore.in |
| • Address | Naimisham Campus, Manasagangothri |
| • City/Town | Mysuru |
| • State/UT | Karnataka |
| • Pin Code | 570006 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Centrally Funded |
| • Name of the Affiliating University | University of Mysore |

| | | | | | |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Name of the IQAC Co-ordinator/Director | Dr. M Santosh | | | | |
| • Phone No. | 08212502821 | | | | |
| • Alternate phone No.(IQAC) | 08212502165 | | | | |
| • Mobile No: | 9663922033 | | | | |
| • IQAC e-mail ID | santoshm@aiishmysore.in | | | | |
| • Alternate e-mail address (IQAC) | santoshm79@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://aiishmysore.in/storage/files/aqar-2021-22.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 2 | A | 3.24 | 2022 | 15/11/2022 | 14/11/2027 |
| 6.Date of Establishment of IQAC | | | 27/06/2013 | | |
| 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 | |
| Dr. Prithi Venkatesh | Sponsored programme | ICSSR | 07/04/2022 | 1.69 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | Yes | | | | |
| • 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) | |
| 1. Departmental Peer Evaluation (DPE) 2. Conduction of National and International level workshops/seminar. 3. Preparation and monitoring of all academic events. | |
| 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 |
| To conduct training programs for non teaching staffs and to organize more workshops/seminars at National and International levels. | Conducting of training programs for non teaching staffs have been initiated and efforts have been made to increase the number of workshops/seminars organised by AIISH. |
| 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 | Yes |

| | |
|--|--|
| Information System? | |
| <ul style="list-style-type: none"> • If yes, give a brief description and a list of modules currently operational | |
| <p>AIISH has management information system in the form of payroll system. It has information related to salary slips, E-leave, pensioners portal, etc and other staff related announcements/orders/notices.</p> | |
| <p>15.Multidisciplinary / interdisciplinary</p> | |
| <p>AIISH is an multidisciplinary institute with the core team being Speech Language Pathologists and Audiologists supported by ENT doctors, Linguistics, Biostatisticians, Clinical Psychologists, Neurologists, Paediatricians, Dieticians, Physiotherapists, Occupational Theropists, Phono surgeons, general physicians, etc. with electronic and communication engineers.</p> | |
| <p>16.Academic bank of credits (ABC):</p> | |
| <p>AIISH is affiliated to University of Mysore, all the students credits are uploaded in the Unified Univesity College Management System(UUCMS) which unifies and integrates the functioning and the governance of all collages and public universities in the state bringing all of them under one umbrella. Ensuring uniformity and unifying the General and Technical Higher Education institutions (HEIs) will centralize the data availability on higher education from the grass-root level. This UUCMS application will help students, parents, faculty, employees and administrators of HEIs in the state.</p> | |
| <p>17.Skill development:</p> | |
| <p>AIISH is a professional institute with the main objective being development of human resource in the area of Speech and Hearing. The institute conducts programs at different levels which include Diploma, Bachelors, Masters, Doctoral and Post Doctoral levels. The students who enroll in these programs are trained to develop skills in terms of assessment and management of various communication disorders. These skills include case history, evaluation, administration of tests and providing therapy for the needy clients both in online and offline modes.</p> | |
| <p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p> | |

AIISH follows the syllabus which is approved by University of Mysore and Rehabilitation Council of India. Within this syllabus, ability enhancement compulsory course based upon the content that leads to knowledge enhancement, viz. Environmental Science, Indian Constitution and English/Kannada/Communication skills, etc are included.

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

The syllabus which is used by AIISH for teaching Under graduate and Post graduate students is focused on

- 1.Knowledge and skill of the subject
- 2.Awareness of and sensitivity to local, national, and global problems related to persons with communication disorders
- 3.Interest and capacity for research and
- 4.Employment capacity.

20.Distance education/online education:

The institute runs various Under graduate, Post Graduate, Doctoral and Post doctoral courses including 3 Diploma programs (Diploma in Hearing Aid & Ear-mould Technology, Diploma in Training Young Hearing Impaired Children and Diploma in Hearing Language and Speech-through distance mode.

Extended Profile

1.Student

| | |
|-----|-----|
| 2.1 | 488 |
|-----|-----|

Total number of students during the year:

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|-----|-----|
| 2.2 | 158 |
|-----|-----|

Number of outgoing / final year students during the year:

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|-----|-----|
| 2.3 | 187 |
|-----|-----|

Number of first year students admitted during the year

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 2.Institution | |
| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | 3368.73 |
| File Description | Documents |
| Data Template | View File |
| 3.Teacher | |
| 5.1 Number of full-time teachers during the year: | 48 |
| File Description | Documents |
| Data Template | View File |
| 5.2 Number of sanctioned posts for the year: | 268 |
| 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. | |
| <p>The institute offers wide-ranging programmes from Certificate, Diploma level to Post-Doctoral Fellowship programmes in the area of communication and its disorders. The academic programmes offered at the institute have multidisciplinary and interdisciplinary underpinnings thereby contributing to curricular enrichment. The institute follows the curriculum as approved by the RCI and the University of Mysore. The approved timetable is</p> | |

explicitly is displayed on the student notice board, emails are sent to the respective mentors, class representatives to ensure every student is aware of the schedule of the academic activity. The faculty in turn adheres to the approved timetable which is monitored by the Head of the department, academic coordinator, and any gaps are brought to the notice of the Director for necessary actions. The curriculum pattern for these programs is CBCS in nature where the Lecture, Tutorial, and Practicum (LTP) pattern is followed. The students for their clinical and academic performance are assessed internally every 8th and 16th week and by the 24th week, they undergo a University Examination. Further, the institute ensures that the theory, practical, and any other academic issues are handled amicably. All the academic activities related to the curriculum are monitored by the Academic Section of the institute for effective implementation.

| File Description | Documents |
|--|---------------------|
| Minutes of the meeting of the college curriculum committee | NA |
| Any other relevant information. | Nil |

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

37

| 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

02

| 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 | No File Uploaded |

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

86

| File Description | Documents |
|---|---------------------------|
| Details of the students enrolled in subject-related | View File |
| Certificate/Diploma/Add-on courses | View File |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

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

Gender equity At AIISH both in Human Resources Development and workforce, the number of women is more than the men. Hence opportunities are skewed towards women at AIISH. Institute has taken appropriate measures for maintaining equality among the staff and students, the Women's development cell and Anti-ragging cell Page 27/105 25-06-2021 10:25:16 Self Study Report of ALLINDIA INSTITUTE OF SPEECH AND HEARING are active. These committees take utmost care and provide support to girl students and the women staff. Meetings are conducted on regular basis and issues are discussed to find solutions for making a better environment for the women. The services of lady counselors have been provided to all the female students of AIISH, where several issues are shared

and solved. Further, maternity and child care leave provided by the Government of India is followed in letter and spirit for women employees and research scholars. Environment awareness is inculcated in students. Environment study is a part of the curriculum of the institution. Students of 1st semester mandatorily under-take a course on Environmental Science. This course helps students to be conscious of preserving and safeguarding the environment. NSS students participate in tree plantation and cleanliness programs. AIISH ensures that students are aware of the importance of preserving the environment.

| File Description | Documents |
|---|---|
| List of courses with their descriptions | https://aiishmysore.in/academics/admission-2023/courses-offered |
| Any other relevant information | <u>Nil</u> |

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

00

| File Description | Documents |
|--|---------------------------|
| Number of value-added courses offered during the year that impart transferable and life sk | No File Uploaded |
| 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

00

| File Description | Documents |
|--|---------------------------|
| List of students enrolled in value-added courses (Data template) | View File |
| Any other relevant information | No File Uploaded |

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

60

| File Description | Documents |
|---|---------------------------|
| Any other relevant information | No File Uploaded |
| List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template) | 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

A. All 4 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://aiishmysore.in/feedback-queries |
| 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

A. All of the Above

| File Description | Documents |
|--|---|
| URL for stakeholder feedback report | https://aiishmysore.in/feedback-queries |
| 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

38

| 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

124

| File Description | Documents |
|--|---------------------------|
| Total number of students enrolled in th | View File |
| E-copies of admission letters of the students enrolled from other states | No File Uploaded |
| 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

| 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 | No File Uploaded |

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

| Number of Students | Number of Full Time Teachers |
|--------------------|------------------------------|
| 187 | 48 |

| 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)

AIISH Gymkhana is a nominated, registered body and is funded partially by the institute and partially by the contribution from the staff and students of AIISH. The activities of AIISH Gymkhana are inclined toward the promotion of leadership qualities and various welfare measures for the students. Student members are democratically elected through an electoral process. In AIISH gymkhana the position of General Secretary, Cultural Secretary, and Sports Secretary is exclusively earmarked for the students. In addition, all class representatives are included in the Executive Council of AIISH Gymkhana. Additionally, student representatives are nominated as members of several committees like Library Advisory Council, Internal Quality Assurance Cell, Anti Ragging

Committee, Student and Staff Welfare Fund, Hostel Committee, etc. The other activities of the AIISH gymkhana include the organization of AIISH AWAAZ, an annual intercollegiate cultural fest, which is exclusively organized by the students. In all these committees, the students play an important role in planning and executing the various activities. Students are also nominated to various Ad-Hoc committees formed every year to conduct programs, such as Annual Day Celebration, Science day celebration, Open day celebration, National and International Conference organized by the departments of the institute and are made members of various committees.

| File Description | Documents |
|----------------------------------|---|
| Appropriate documentary evidence | https://aiishmysore.in/academics/nss |
| Any other relevant information | <u>Nil</u> |

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

Experiential learning: AIISH ensures the use of student-centric methodology such as experiential, participative learning, and problemsolving methodologies in the teaching-learning process. The academic and clinical activities are conducted by the institution in such a manner that it promotes a more robust teaching-learning process inclined towards a student-centric approach. Under experiential learning, students are encouraged and provided an opportunity to all students to play a role as a teacher and having the experience to teach in the classroom helping the student to improve their knowledge, presentation skills, and personality development. Further, as a part of the fulfilment of M.Sc SLP and M.Sc Audiology student also undertakes a dissertation under the guidance of faculty. Self-directed learning activities take place through various field visits, Industrial Visits, Educational Tours, Workshops, NSS camps, Gymkhana Annual Cultural fest, etc. The Students participate in various extracurricular activities organized by the college like Cultural and Sports Activities, New Year celebrations with cultural programs, Teacher's Day and Farewell function for final year students, etc. The students are encouraged to participate in Inter- Collegiate Cultural and Sports Competitions at the

university level.

Roleplay: They educate the public about Speech, Language, and Hearing disorders students have carried out the role of patient and clinician through street plays and dramas where they understand the dynamics of disorders and illustrate the outcomes more robustly.

| 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

Experiential learning: AIISH ensures the use of student-centric methodology such as experiential, participative learning, and problemsolving methodologies in the teaching-learning process. The academic and clinical activities are conducted by the institution in such a manner that it promotes a more robust teaching-learning process inclined towards a student-centric approach. Under experiential learning, students are encouraged and provided an opportunity to all students to play a role as a teacher and having the experience to teach in the classroom helping the student to improve their knowledge, presentation skills, and personality development. Further, as a part of the fulfilment of M.Sc SLP and M.Sc Audiology student also undertakes a dissertation under the guidance of faculty. Self-directed learning activities take place through various field visits, Industrial Visits, Educational Tours, Workshops, NSS camps, Gymkhana Annual Cultural fest, etc. The Students participate in various extracurricular activities organized by the college like Cultural and Sports Activities, New Year celebrations with cultural programs, Teacher's Day and Farewell function for final year students, etc. The students are encouraged to participate in Inter- Collegiate Cultural and Sports Competitions at the university level.

Roleplay: They educate the public about Speech, Language, and Hearing disorders students have carried out the role of patient and clinician through street plays and dramas where they understand the dynamics of disorders and illustrate the outcomes more robustly.

| File Description | Documents |
|---|---|
| Learning environment facilities with geo tagged photographs | https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpd iI6IklsNHZFR3plK0d3Z1RBN29pTVJ0OFE9PSIsInZ hbHVlIjoid3ViWk JUN0I4dEZabW9ieTRJdit0UDhvU EVVWG9xd1ZqdWhENS9oZXpRV2dPNWxInk5sQktWVnl mK0Q1VE1xMSIsIm1hYyI6ImU3Mjk2NWU2ODEwOGU4O WUxYWU0NGIyZjQ1MDkzNzdjOWQzMmU5Mjk2N2E3YWY wMmUyMzFjN2Y5OTEyNzg0ZWUiLCJ0YWciOiIifQ== |
| Any other relevant information | <u>Nil</u> |

| | |
|--|------------------------------|
| 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 | B. Any 3 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

AIISH encourages intensive use of ICT-enabled tools including online resources for effective teaching and learning process. All the 45 full-time faculty of the Institute are using ICT tools and resources available on its campuses; They used LCD Projectors,

Video Conferencing, Googlequiz, MOOCS and e-learning technology, Multimedia Projectors, Public address system, Document camera, Computers, Mool's Desktops, Laptop, Wifi, LAN connected systems Pad are also used by the faculty as and when needed and as per the requirement. There are 22 ICT-enabled classrooms in the campus. The laboratories Seminar Halls, Auditorium, and other conference Room are well equipped with ICT facilities. In all, there are 20+ Labs and 2 Seminar Halls. Most of the staff use technology and e-mode of communication in the Institute. The statistical software SPSS in addition facilitates instantaneous statistical analysis of the complex set of data. The library has a widerange of e-resources through the AIISH consortium which are extended 24 X 7 services via remote access facilities to all stakeholders. General ICT Tools are used by AIISH faculty are Desktop and laptops, projectors, Digital cameras, Printers, Photocopier, Pen drives, Scanners, Microphones, etc. as and when required.

| File Description | Documents |
|---|---|
| Details of ICT-enabled tools used for teaching and learning | https://assessmentonline.naac.gov.in/storage/app/hei/SSR/6105/2.3.3_1622441876_6281.pdf |
| List of teachers using ICT-enabled tools (including LMS) | Nil |
| Webpage describing the "LMS/ Academic Management System" | Nil |
| Any other relevant information | Nil |

2.3.4 - Student :Mentor Ratio (preceding academic year)

| Number of Mentors | Number of Students |
|-------------------|--------------------|
| 18 | 488 |

| 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

With increasing recognition of outcome-based, skill-based education, AIISH has taken several measures to make the students more creative in their approach and actions. The learning objectives and learning outcomes of the various programmes are clearly defined. The course specific learning outcomes in the clinical skills have been explicitly stated and these are ensured that a student learns and thinks from the out of box perspective. The various attributes for the programmes are explicitly defined and these are displayed in the clinical as well as in academic block. The students at Post-graduate carries out research as a part of their programme. The students are guided, moulded, monitored for their creativity, innovativeness of the ideas which can make a difference in the lives of persons with communication disorders. The research outcome of the students is presented at National, International forums thus giving an opportunity for the students to interact with contemporary peers and other renowned researchers, clinicians across the globe. Students at Undergraduate and Post-graduate levels are intensively provided with the hands-on clinical experience to identify, assess and treat persons with varied communication disorders ranging from zero to geriatrics. The Journal Club on every Thursday and Clinical Conference on every Friday to discuss the recent advances in clinical and research. Further students are encouraged to critically analyze the patient and research articles from the macro to micro-level.

| File Description | Documents |
|----------------------------------|---|
| Appropriate documentary evidence | https://aiishmysore.in/academics/admission-2023/courses-offered# |
| Any other relevant information | <u>Nil</u> |

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

26

| File Description | Documents |
|---|---------------------------|
| List 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 /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 | View File |

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

578

| 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

59

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

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

16

| File Description | Documents |
|--|---------------------------|
| Institutional data in the prescribed format/ Data template | 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

AIISH has been following the CBCS system in letter and spirit. LTP (Learning, Teaching, and Practicum) pattern for teaching and learning is followed at Graduate and Post Graduate levels. C1, C2 & C3 assessment on 8th, 16th, and 24th week is carried out. AIISH follows academic calendar issued by the University of Mysore. During these assessments feedback about their performance, attendance, and skills are provided by the clinical staff and faculty. A transparent mechanism of assessment is followed where students have the flexibility to raise any concerns about their assessment. Further, the C1 and C2 marks are verified by the students before uploading on the university web portal. The Evaluation method comprises internal examinations held progressively during the semester and is designed to check and report the periodic performance of the student. All the records and data bank of attendance in internal Examinations, Question papers, valued answer sheets/copies, a summary of marks sheets, are properly maintained by the teachers for academic monitoring. Further, there is also an option of makeup examination for the students whose performance is not up to the mark. There is complete transparency and objectivity in the internal assessment for all the students by the entire faculty.

| File Description | Documents |
|--|---|
| Academic calendar | https://uni-mysore.ac.in/sites/default/files/content/camscanner_10-17-2022_16.38.pdf |
| Dates of conduct of internal assessment examinations | NA |
| Any other relevant information | Nil |

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

There is complete transparency in the internal assessment as issued by the affiliated university. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. The internal assessment test schedules are prepared as per academic calendar and communicated to the students well in advance. The corrected answer papers of the students are distributed to them for verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed in the academic block and in the Dept. of Clinical Services/ Audiology. The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance. Day-to-day clinical performance of the students is assessed for every day which regularity, performance, viva, and promptness in submitting Clinical work records. At the end of the 24th week, the university examination is conducted as per the schedule, and results are declared and displayed in the University web portal. Students have access to this portal where they can raise their grievances about the evaluation and such grievances are handled directly by the University. The University has a provision for re-evaluation, challenge evaluation, and make-up examination which is inbuilt in the examination system of the University.

| File Description | Documents |
|---|------------------|
| Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year | No File Uploaded |
| Number of grievances regarding University examinations/ Internal Evaluation | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

assessment Workplace-based assessment Self assessment OSCE/OSPE

AIISH is affiliated with University of Mysore for conducting the examinations for UG, PG and doctoral courses. As per the university guidelines, a separate Board of Examination and Board of Studies is constituted. The BOE committee forces the preparation of the question papers and making sure that there is uniformity across the units prescribed in the courses. The finalized question papers are sent to university and university conducts examinations. The valuation of the answer scripts takes place in a digitized unique software developed for this purpose. Apart from it, institute also follows CBCS pattern having continuous internal assessment system both for theory and practical assessments. The C1 and C2 marks are collated taking into consideration. The performance of the students on a periodic basis in terms of assignments, class discussions, tests, etc. For the assessment of Clinical examination in both UG and PG levels, OSCE method is used. The students are also assessed by the clinical supervisors during their clinical postings and feedback is provided regarding their performance on a day to day basis.

| File Description | Documents |
|------------------------------------|---------------------|
| Information on examination reforms | NA |
| Any other relevant information | Nil |

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

AIISH is affiliated with University of Mysore for conducting the examinations for UG, PG and doctoral courses. As per the university guidelines, a separate Board of Examination and Board of Studies is constituted. The BOE committee forces the preparation of the question papers and making sure that there is uniformity across the units prescribed in the courses. The finalized question papers are sent to university and university conducts examinations. The valuation of the answer scripts takes place in a digitized unique software developed for this purpose. Apart from it, institute also follows CBCS pattern having continuous internal assessment system both for theory and practical assessments. The C1 and C2 marks are collated taking into consideration. The performance of the students on a periodic basis in terms of assignments, class discussions, tests, etc. For the assessment of Clinical examination in both UG and PG levels,

OSCE method is used. The students are also assessed by the clinical supervisors during their clinical postings and feedback is provided regarding their performance on a day to day basis.

| File Description | Documents |
|------------------------------------|---------------------|
| Information on examination reforms | NA |
| Any other relevant information | Nil |

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| List of opportunities provided for the students for midcourse improvement of performance in the examinations | No File Uploaded |
| Information as per Data template | View File |
| Policy document of midcourse improvement of performance of students | View File |
| Re-test and Answer sheets | No File Uploaded |
| 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 curriculum of Under Graduate and Post Graduate courses are well defined learning objectives and learning outcomes for the individual programs and the courses offered by the AIISH are as stipulated by the regulatory body (Rehabilitation Council of

India). Each program, the course has specific learning outcomes both theoretical and clinical. The program-specific and course-specific learning objectives and outcomes are explicitly stated in the syllabus which is approved by the University. A hard copy curriculum program is given to every student during their admission to the respective program and the same is also available as a soft copy on the website of AIISH Digital Library. Every Faculty is also given a hard copy of the curriculum which helps them to teach the outcomes of the programs as defined. The curriculum copy includes the details of the contact number of hours required under each section and also the resources to be used for delivery of the contents in the respective subject.

| File Description | Documents |
|--|---|
| Relevant documents pertaining to learning outcomes and graduate attributes | https://aiishmysore.in/academics/admission-2023/courses-offered |
| Methods of the assessment of learning outcomes and graduate attributes | <u>NA</u> |
| Upload Course Outcomes for all courses (exemplars from Glossary) | https://aiishmysore.in/academics/admission-2023/courses-offered |
| Any other relevant information | <u>Nil</u> |

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. | No File Uploaded |
| 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 | No File Uploaded |
| Trend analysis for the last year in graphical form | No File Uploaded |
| 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

Programme Outcomes (POs) contain creating and developing among students' aptitude, skill, ability, capacity for Employment, Research, Clinical, Critical thinking, Social Awareness & Interaction, Ethics & Responsible Citizenship, Awareness of and Sensitivity to Environment and Sustainability and Women Empowerment and Inclusive Education. Programme Specific Outcomes (PSOs) and Course Outcomes (COs) include producing among students the Knowledge and skill of the subject, Awareness of and sensitivity to local, national, and global problems related to persons with communication disorders, Interest and capacity for research and Employment capacity. Knowledge and skill that students acquire in their subject and also their capacity for critical thinking, are evaluated through Continuous Internal Evaluation, End Semester Examinations, and personal interaction. Attainment of these outcomes is excellent, with pass percentage ranging above 90% in the last 5 years. Most departments in AIISH organize seminars, workshops, conferences, presentations, debates, internships, etc. on topics related to Speech-Language and Hearing also dealing with

other social, political, economic, ethical, and environmental issues of the time. The awareness and sensitivity level is good, gauged from the appreciable student participation in activities on these issues. Active participation of students in NSS and activities attests to their sense of Ethical and Responsible Citizenship. The attainment is satisfactorily evidenced through their responsible contribution to Department activities. Research culture is impressive over the last five years.

| File Description | Documents |
|--------------------------------------|---|
| Programme-specific learning outcomes | https://aiishmysore.in/academics/admission-2023/courses-offered |
| Any other relevant information | <u>Nil</u> |

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

The Institution ensures cordial relationship with parents. Institute has got an inbuilt mechanism where the parents can interact either face to face or through a phone call or e-mail for their academic performance and general behaviours of their wards. In the event, if the parents are not happy with the response from the concerned faculty they also have a right petition to the Director either in writing or orally. Based on the nature of the complaint, appropriate action is taken at the institutional level. Further, there is a welldefined document clinical code of conduct that explicitly states the various behaviours required for the student while providing services to persons with communication disorders. Any adverse behaviours are documented in the clinical code of conduct and the same is communicated to their parents. The students have dedicated mentors, hostel wardens and student counsellors to monitor their academic and their socialemotional issues. Any social-emotional issues are handled by the student counsellors, mentors and if required parents are communicated and advised appropriately. The health issues are also taken care of by the assistant hostel wardens who are available in the hostel 24*7 and if needed are referred for further treatment with the consent of the parents.

| File Description | Documents |
|---|---------------------|
| Proceedings of parent –teachers meetings held during the year | NA |
| Follow up reports on the action taken and outcome analysis. | NA |
| Any other relevant information | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

Nil

| File Description | Documents |
|--------------------------------|---------------------------|
| Any other relevant information | View File |

2.7.1 - Online student satisfaction survey regarding teaching learning process

| File Description | Documents |
|---|-------------------------|
| Database of all currently enrolled students (Data Template) | No File Uploaded |
| 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

28

| File Description | Documents |
|---|---------------------------|
| Copies of Guide-ship letters or authorization of research guide provide by the university | View File |
| 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. | View File |
| 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

00

| File Description | Documents |
|---|---------------------------|
| Fellowship award letter / grant letter from the funding agency | No File Uploaded |
| 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 |
|-----------------------------|-------------------------|
| 12 | 8566000 |

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details during the year (Data template) | View File |
| 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

AIISH has a dedicated and separate fund for the research known as "AIISH Research Fund" to promote research in the communication disorders. There is a dedicated AIISH Research Advisory Committee that monitors and promotes research works. Further, from the administration point of view, there is a dedicated Research Coordination Section which is closely monitored by Dean, Research. The institute ensures that workshops/seminars and guest lectures are conducted by eminent researchers to boost the motivation level of faculty and also create inquisitiveness in the young minds and trends in research to the researchers. AIISH has got a dedicated AIISH Ethics committee that oversees the implementation of all the projects from an ethical point of view. The institute also has dedicated plagiarism check software. AIISH has constituted a dedicated AIISH Research Evaluation Committee (AREC) with oversight responsibilities for intra-murally funded research-related activities. These activities are further streamlined by a dedicated Research coordination section. The organization and work of these committees are displayed in the institute website. The major part of the funding for research is generated from the AIISH Research fund and extramural agencies such as DST, DBT, ICMR etc. through faculty research proposals. The thrust areas of research includes designing, developing, indigenous tools and models to improve the quality of life of persons with Speech, Language, Hearing, Swallowing, and Balance disorders. The range of research varies across the life span further; it varies from experimental to epidemiological to biobehavioural biomarkers.

| File Description | Documents |
|--|---|
| Details of the facilities and innovations made | Nil |
| Any other relevant information | https://aiishmysore.in/ |

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

35

| File Description | Documents |
|---|---------------------------|
| List of workshops/seminars during the year(Data template) | View File |
| Reports of the events | View File |
| Any other relevant information | View File |

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:

2. All the projects including student project work are subjected to the Institutional ethics committee clearance

| 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

A. All of the Above

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

| File Description | Documents |
|--|---------------------------|
| Institutional Code of Ethics document | 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

09

| 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 | View File |
| List of teachers recognized as guides during the year | View File |
| Information as per Data template | View File |
| Letter of PG guide recognition from competent authority | View File |

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

113

| File Description | Documents |
|---|---------------------------|
| Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t | View File |
| 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

21

| 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 | View File |
| 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

56

| 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

459

| 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 faculty of AIISH has always strived hard to make an impact in the lives of persons with various communication disorders not only with commitment and zeal but this has been well appreciated and recognized by the Speech and Hearing community in India. The services of faculty have been recognized by Indian Speech and Hearing Association (ISHA) where the faculty of AIISH have

received the highest awards instituted by ISHA. These includes Dr. N Rathna Oration, Prof. R K Oza oration and Prof. Padmasri Kameshwaran Oration. These awards consist of a citation along with an oration which is delivered by the awardee. Further, the faculty of Clinical Psychology is also recognized for their outstanding contribution in the field of Clinical Psychology. Similarly, Rais Ahmed Memorial Lecture Award by the Acoustical Society of India for their contribution in the field of Acoustics. Braithwaite's Oration award is awarded for the recognition of the faculty by Indian Society of Cleft Lip, Palate and Craniofacial Anomalies. The staff members of the institute received most of the best paper awards in the professional conferences organized by ISHA, CIGICON, Indian Society of Cleft Lip, Palate and Craniofacial Anomalies and other conferences at regional, National and International levels. The institute also receives invariably every year an award from Government of Karnataka for its participation in Dasara Flower Show. This reflects institutes commitment towards its green initiative and preserving the environment at highest level.

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

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

The Institute achieves its social responsibilities in the neighbourhood in terms of education, environment, health, hygiene awareness and delivery of subsidized health care to the needy stakeholders. These social responsibilities of the institute are carried out through the National Service Scheme which aims at the allround mdevelopment of its students. The Institute endeavours to channelize youthful energy and potential and imbibe in its students, the spirit of community service through their involvement in the National Service Scheme (NSS). NSS in the institute aim at involving the youth in meaningful activities which ultimately helps them integrate with society efficiently with following objectives. 1.To Understand the community in which

they work, 2. Identify the needs and problems of the community and involve them in problem-solving. 3. Develop among themselves a sense of social and civic responsibility. 4. Develop capacity to meet emergencies and natural disaster. The institute conducts an annual NSS camp in places where services of Speech and Hearing are not available. During these camps, no fees are charged from the patients however additionally free hearing aids are provided to the needy populations. Further, during these camps, the public is also oriented about the health, hygiene and overall well being of the society. In addition, AIISH not only celebrates Swachh Bharath but also promotes Swachh Bharath in letter and spirit.

| File Description | Documents |
|--|---|
| Details of Institutional social responsibility activities in the neighbourhood community during the year | http://203.129.241.86/question%20papers/ANNUAL%20REPORT%202022-23-Final.pdf |
| Any other relevant information | Nil |

3.5 - Collaboration

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

28

| 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 | No File Uploaded |

3.5.2 - Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student

/ faculty exchange, collaborative research programmes etc. during the year

05

| 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 | View File |
| 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 students and faculty are provided with state-of-the-art teaching-learning aids and resources. The Institute has 20 smart classrooms spanning across two buildings and 5295.4733 Sq.mts which can accommodate more than 600 students. The classrooms have advanced audio-visual facilities with LCD projectors and computers. Also, there are two air-conditioned conference halls (400 seating capacity and 180 seating capacity) and a mini-seminar hall supported by the latest technology having a seating capacity of 100 people. In addition, there is a central computer center with state-of-the-art facilities. The computer center has 50 All-in-One computers with wired and wireless Internet connectivity with 155 Mbps speed. A centralized uninterrupted power supply is deployed for the computer center. All the full-time research scholars are provided with personal computers with internet access in the JRF room which has a seating capacity of 30. Infrastructure facilities in respect of space, equipment, etc. are given top priority regarding fund allocation. The infrastructure is over and above the stipulated guidelines prescribed by the Rehabilitation Council of India and adheres to the concept of disabled-friendly

accessibility.

| File Description | Documents |
|--|---|
| List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.1.1.pdf |
| Geo tagged photographs | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.1.1.pdf |
| Any other relevant information | <u>Nil</u> |

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 provides facilities for the students to involve themselves in extra-curricular activities and sports. The Panchavati campus of the institute, spread across an area of 5 acres, houses a sports complex, cricket field, volleyball court, auditorium, gymnasium and amphitheatre. In the sports complex, the students have facilities for indoor games such as Carrom, Table Tennis, Badminton, Chess, etc. Also, there are facilities for outdoor games such as volleyball, football, throw ball and cricket. The ground is well maintained by the housekeeping and garden staff. The campus also has a well-equipped Gymnasium in 102.19 Sq.mts., with a trainer to keep the students physically fit by engaging in physical exercises. Annual sports competitions are being held for the students and staff in as many as ten items. Every year, special lectures and talks are arranged through the Gymkhana on topics related to health and hygiene, alternate approaches such as yoga and Ayurveda etc. Gymkhana also arranges various cultural programmes; the salient amongst these being the 'AIISH Aawaaz' which is an intercollegiate festival held every year with grandeur. For conducting cultural programmes, an open-air stage, an Amphitheatre and an indoor stage are available in the Panchavati campus which can accommodate a total of more than 2000 people. In addition, the Ladies and Gent's hostels have their own recreation rooms with TV, newspapers and magazines. The institute believes that the physical fit mind promotes the strong physiological well being of students and staffs.

| File Description | Documents |
|--|---|
| List of available sports and cultural facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.1.2.pdf |
| Geo tagged photographs | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.1.2.pdf |
| Any other relevant information | Nil |

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

The main campus of the Institute spanning across an area of 30 acres with landscapes and beautiful gardens. The Institute has a healthcare facility attached to its ENT Department catering to the medical needs of the students and staff. Accessibility for differentlyabled persons has been provided to all the Institute buildings through ramps and elevators. Hostel facility is available separately for girls and boys. The Panchavati campus also houses a sports and recreation facility, playgrounds, and guesthouse for International faculty and a guesthouse in the main campus. The Institute banks with the Bank of Baroda and the main campus has a full-fledged bank branch with a 24x7 ATM facility. The Institute has a spacious canteen equipped with modern kitchenware where a variety of tasty, hygienically prepared food is available at specially subsidized rates for the students and staff. Institute has installed solar panels on the building rooftops and is generating green energy as a sustainable alternative. The campus is safe-guarded by a 24x7 professional security force headed by a retired military officer. Also, the campus is under electronic surveillance and is monitored day and night. In addition to the main entrance signage featuring the name of the Institute and logo and layout map, a number of directional signage and parking signage are provided throughout the campus to guide people along their way. Adequate street lights and parking facilities are available. Similarly, for preserving water, the Rain Water Harvesting facility is also available in the campus to preserve and recharge the groundwater.

| File Description | Documents |
|---|---|
| Photographs/ Geo tagging of Campus facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.1.3.pdf |
| Any other relevant information | <u>Nil</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 | No File Uploaded |

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The clinical teaching at the Institute is centered around the Department of Clinical Services, Department of Audiology, and the Department of Speech-Language Pathology. The two out-patients (OP) units of the Institute, the audiology OP and speech OP are functioning in the Department. On average, 120 persons per day are registered newly for availing of the clinical services at the Institute. In addition, more than 600 persons per day visit the clinics for follow-up evaluations. The students of the B.ASLP, M.Sc. Audiology & M.Sc. Speech-language Pathology programmes are posted for training in the OP units. In addition, they are also posted in various clinical testing and therapy units and special clinics on communication disorders. The Institute has an excellent infrastructure and state-of-the-art equipment for clinical teaching and learning activities. There are 29 diagnostic equipment, 198 clinical test tools, and 87 treatment equipment deployed in various clinical settings and laboratories of the Institute.

| File Description | Documents |
|---|---|
| The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.2.1.pdf |
| The list of facilities available for patient care, teaching-learning and research | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.2.1.pdf |
| Any other relevant information | <u>Nil</u> |

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

21839

| 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 | https://www.aiishmysore.in/departments/clinical-services |

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

285

| File Description | Documents |
|---|---------------------------|
| Detailed report of activities and list of students benefitted due to exposure to learning resource | View File |
| Details of the Laboratories, Animal House & Herbal Garden | View File |
| 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

B. Any 3 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 Library and Information Centre is a unique learning resource centre on communication disorders. It provides traditional and technology-based information resources and services and caters to the information needs of speech and hearing professionals in the institute as well as those across the nation. The Library and Information Centre is fully automated using Book Magic, a commercial Integrated Library Management System (ILMS) software. The front end of the system is developed on Microsoft Visual Basic and the back end on Microsoft SQL Server. The major modules of the system are:

1. Online Public Access Catalogue (OPAC). The OPAC module acts as the public interface for users.

2. Cataloguing: The cataloguing module is used for classifying and indexing books and other materials

3. Circulation: The circulation module is used for lending materials to patrons and receiving them back

4. Patron: The patron module is used for managing the library members,

5. Stock Verification: This module is used for the physical verification of stock.

6. Serial: The serial module is for managing the journal subscription

7. Administration: The administration module manages all master files and other authority files.

Nature and extent of automation (full or partial): Full

Year of commencement of automation: 2010

Year of completion of automation: 2011

| File Description | Documents |
|--|---|
| Geo tagged photographs of library facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.3.1.pdf |
| Any other relevant information | <u>Nil</u> |

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

The Library and Information Centre is a unique learning resource centre on communication disorders. It provides traditional and technology-based information resources and services and caters to the information needs of speech and hearing professionals in the institute as well as those across the nation. The Library and Information Centre is fully automated using Book Magic, a commercial Integrated Library Management System (ILMS) software. The front end of the system is developed on Microsoft Visual Basic and the back end on Microsoft SQL Server. The major modules of the system are:

1. Online Public Access Catalogue (OPAC). The OPAC module acts as the public interface for users.

2. Cataloguing: The cataloguing module is used for classifying and indexing books and other materials

3. Circulation: The circulation module is used for lending materials to patrons and receiving them back

4. Patron: The patron module is used for managing the library members,

5. Stock Verification: This module is used for the physical verification of stock.

6. Serial: The serial module is for managing the journal subscription

7. Administration: The administration module manages all master files and other authority files.

Nature and extent of automation (full or partial): Full

Year of commencement of automation: 2010

Year of completion of automation: 2011

| File Description | Documents |
|--|---|
| Geo tagged photographs of library facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.3.1.pdf |
| Any other relevant information | <u>Nil</u> |

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

The Library and Information Centre holds a vast and valuable collection of books and other information resources on communication disorders and allied areas in both print and digital formats. The library, established along with the Institute way back in 1966 started with a rare collection of books in the field donated to the Institute by Wendell Johnson, the famous American Psychologist. Presently the library and information center holds one of the best collections of various types of resources on communication disorders as Print books, Journals, E-books, Online databases, Bound Volumes of Print Journals and Online archives, Theses & Dissertations, Rare collection and reports and collection of international and national standards published by organizations like IEEE, ISO, BSI on communications devices, hearing aids, audiometric equipment, and ear protectors. The major Indian publisher in the field is the All India Institute of Speech and Hearing, which publishes books and journals. The library gets all the publications of the Institute. It has the complete volumes of the Journal of All India Institute of Speech and Hearing, the reputed journal published by the Institute. Also, the library has the complete collection of the Student Research at AIISH, a serial publication based on the postgraduate research at the Institute.

| File Description | Documents |
|--|---|
| Data on acquisition of books / journals / Manuscripts / ancient books etc., in the library | https://www.aiish.ac.in/ |
| Geotagged photographs of library ambiance | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR4/4.3.1.pdf |
| Any other relevant information | <u>Nil</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 | B. Any 3 of the Above | | | | | | | | |
|--|------------------------------|-----------|---|---------------------------|---|---------------------------|--------------------------------|-------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 398 529 465">File Description</th> <th data-bbox="544 398 1436 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 465 529 645">Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)</td> <td data-bbox="544 465 1436 645" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 645 529 824">E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</td> <td data-bbox="544 645 1436 824" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 824 529 891">Any other relevant information</td> <td data-bbox="544 824 1436 891" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table> | 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 | |
| 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) | | | | | | | | | |
| 12.23 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 1099 529 1167">File Description</th> <th data-bbox="544 1099 1436 1167">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1167 529 1339">Audited Statement highlighting the expenditure for purchase of books and journal / library resources</td> <td data-bbox="544 1167 1436 1339" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1339 529 1518">Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)</td> <td data-bbox="544 1339 1436 1518" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1518 529 1585">Any other relevant information</td> <td data-bbox="544 1518 1436 1585" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table> | 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 | |
| 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 | | | | | | | | | |
| <p>The Library and Information Centre has adequate facilities for inperson and remote access usage of resources and services. It is functioning in a 3-floor building.The reading halls with wellequipped furniture, ventilation, lighting, wireless hotspots, and other facilities have the seating capacity to accommodate 150</p> | | | | | | | | | |

users simultaneously. The physical, in-person use is facilitated from 8.30 am to 8.00 pm on all working days of the Institute and from 9.00 am to 5.00 pm on Saturdays. The library's in-person usage is monitored using the automatic gate register installed as a part of the Integrated Library Management System, Book Magic. Totally, 7326 staff and students physically visited the library during the preceding year. Online access is made available to all the electronic resources of the library. The faculty, students, and staff can access them using the computers connected to the Institute's campus network (Intranet). In order to maximize the usage of the subscribed e-resources of the library, a remote access system is in place. The library used a tool called EZ Proxy developed by the Library of Congress, USA, for remote access. The library conducts orientation and training programs for the users regularly. Workshops on how to use the Library and Information Centre's electronic information resources were conducted during the year.

| File Description | Documents |
|---|---|
| Details of library usage by teachers and students | https://www.aiish.ac.in/cgi-bin/koha/pages.pl?p=st |
| Details of library usage by teachers and students | https://www.aiish.ac.in/cgi-bin/koha/pages.pl?p=st |
| Any other relevant information | <u>Nil</u> |

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

E. None of the Above

| 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)

24

| 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 a dedicated 1:1 fiber-optic internet connectivity with a bandwidth of 155Mbps which is provided to 600 computers in the campus. The institute has a server-based local area network with star topology having a speed of 1Gbps. In addition, the institute has a Multi-Protocol Label Switching (MPLS) Virtual Private Network (VPN) with gold connectivity of 5 Mbps to connect its seven remote centers at Ajmer, Bhagalpur, Cuttack, Delhi, Lucknow, Mumbai & Shimla through which classes are conducted for the Diploma in Hearing Language and Speech (DHLS) program through video conferencing. The Institute has a central web server at www.aiishmysore.in to promote the Institute on the Internet. The Institute has chosen Office 365 as its organization-level email system and created personal and official accounts for the faculty and staff. The system was implemented in 2019. The Dynamic Host Configuration Protocol (DHCP) is used to configure network devices to access the AIISH network via dynamic IP address allocation. The Institute has wireless throughout the campus with a Centralized WIFI controller. Antivirus Server (Trend Micro.) has been installed for all the client computers throughout the campus in a centralized control system. A centralized firewall based on Palo Alto Network is in place to prevent unsolicited and malicious internet traffic from entering the Institute campus network. The equipment in the library are closely monitored and maintained regularly by the Department of Electronics.

| File Description | Documents |
|--|---------------------|
| Documents related to updation of IT and Wi-Fi facilities | NA |
| Any other relevant information | Nil |

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

The institute has a dedicated 1:1 fiber-optic internet connectivity with a bandwidth of 155Mbps which is provided to 600 computers in the campus. The institute has a server-based local area network with star topology having a speed of 1Gbps. In addition, the institute has a Multi-Protocol Label Switching (MPLS) Virtual Private Network (VPN) with gold connectivity of 5 Mbps to connect its seven remote centers at Ajmer, Bhagalpur, Cuttack, Delhi, Lucknow, Mumbai & Shimla through which classes are conducted for the Diploma in Hearing Language and Speech (DHLS) program through video conferencing. The Institute has a central web server at www.aiishmysore.in to promote the Institute on the Internet. The Institute has chosen Office 365 as its organization-level email system and created personal and official accounts for the faculty and staff. The system was implemented in 2019. The Dynamic Host Configuration Protocol (DHCP) is used to configure network devices to access the AIISH network via dynamic IP address allocation. The Institute has wireless throughout the campus with a Centralized WIFI controller. Antivirus Server (Trend Micro.) has been installed for all the client computers throughout the campus in a centralized control system. A centralized firewall based on Palo Alto Network is in place to prevent unsolicited and malicious internet traffic from entering the Institute campus network. The equipment in the library are closely monitored and maintained regularly by the Department of Electronics.

| File Description | Documents |
|--|---------------------|
| Documents related to updation of IT and Wi-Fi facilities | NA |
| Any other relevant information | Nil |

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

C. 250 MBPS - 500MBPS

| 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)

639.29

| 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 is an ISO 9001-2015 Standard certified organization and the maintenance and utilization of the physical, academic, and support facilities are carried out in accordance with the needs of the Standard. The infrastructure facilities are being augmented periodically in order to meet the growing needs of the students.

Maintenance of Physical Environment: The physical environment of the Institute is maintained by 36 housekeeping personnel led by a supervisor hired on contract through outsourcing which will be

overseen by the Caretaker and Assistant Horticulture Officer.

Maintenance of Equipment: The Department of Electronics maintains and upkeep the electrical, electronic, and IT infrastructure facilities and equipment of the institution.

Hearing Aid: The Department of Electronics has a dedicated hearing aid repair section. It holds workshops frequently to attend to repairs of hearing aids, electrical repairs, repairs of computers, and other general needs of persons with communication disorders.

Calibration: The equipment used for the evaluation of hearing in the Department of Audiology is subjected to biological calibration as per prescribed norms before their use on a day-to-day basis.

Upkeep and Maintenance of Sensitive Equipment: The power generation by DG Set and distribution in the campus is taken care of by the Department of Electronics with the help of the Electrical Maintenance team consisting of electricians.

Website Maintenance: The website is maintained through an Annual Maintenance Contract with the firm which developed the site under the supervision of the Department of Electronics/ Website Up-dation Committee.

| File Description | Documents |
|---|---------------------|
| Minutes of the meetings of the Maintenance Committee | NA |
| Log book or other records regarding maintenance works | NA |
| Any other relevant information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

62

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

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

D. Any 1 or 2 of the Above

| File Description | Documents |
|--|---|
| Any other relevant information | View File |
| Link to Institutional website | https://www.aiishmysore.in/ |
| 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

106

| 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.aiishmysore.in/ |
| 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 | View File |
| 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

AIISH provides admission of candidates under the Foreign category on fulfilling the eligibility requirements. Foreign category seats are only available for foreign nationals/candidates with NRI status or by relatives having NRI status. Support services to International Students are synced with the University of Mysore with the following services: A dedicated International Students Cell that assists students with documentation for securing visas, residential permits, housing requirements, and other necessary support. Bridge courses in English, before commencement and during the course, to enable non-English students learn English. Orientation programmes to familiarize students with the local culture, do's and don'ts, curriculum structure, examination and evaluation processes, and other necessary information. International Student's Club provides active support by organizing meetings to extend emotional support and assistance in curricular and extracurricular activities.

GUIDELINES FOR ADMISSION OF FOREIGN/INTERNATIONAL STUDENTS

- Should be an international student (Foreign Students/Non-Residents Indians (NRI))
- For foreign students, a student visa is mandatory (for NRI, not a mandatory option).
- Students have to obtain prior security clearance from the Ministry of Home Affairs

and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India, and this must be on the student visa/research visa endorsed to this institution.

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

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

A. All of the Above

| File Description | Documents |
|--|---|
| Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell | No File Uploaded |
| Circular/web-link/ committee report justifying the objective of the metric | https://aiishmysore.in/academics/students-grievance-cell |
| 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.

1

| 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

63

| 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

31

| File Description | Documents |
|--|---------------------------|
| Supporting data for students/alumni as per data template | No File Uploaded |
| 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

00

| File Description | Documents |
|---|------------------|
| Duly certified e-copies of award letters and certificates | No File Uploaded |
| 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

AIISH Gymkhana (synonym of student council) is a nominated, registered body and is funded partially by the institute and partially by the contribution from members. The activities of AIISH Gymkhana are inclined for the promotion of leadership qualities and various welfare measures for the students. Student members are democratically elected through an electoral process. In AIISH gymkhana the position of General Secretary, Cultural Secretary, and Sports Secretary is exclusively earmarked for the students. In addition, all class representatives are included in the Executive Council of AIISH Gymkhana. Additionally, student representatives are nominated as members of several committees like Library Advisory Council, Internal Quality Assurance Cell, Anti Ragging Committee, Student and Staff Welfare Fund, Hostel Committee, etc. The other activities of the AIISH gymkhana include the organization of AIISH AWAAZ, an annual intercollegiate cultural fest, which is exclusively organized by the students. The NSS Advisory Committee prepares and discusses the programs to be conducted in the forthcoming year. In all these committees, the students play an important in planning and executing the various activities. The students provide their valuable input in these committees to improve the quality of the different activities. Every student at AIISH is given the opportunity in various extra-curricular activities, which are aimed at strengthening the overall personality, vision and leadership, and value-based life perspectives. Thus students of AIISH are groomed not only as professionals but as a responsible citizen to make an impact in society with their leadership skills.

| File Description | Documents |
|---|---------------------|
| Reports on the student council activities | NA |
| Any other relevant information | Nil |

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

18

| 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

AIISH Alumni have played an increasing role in the overall growth and development of the institute. The alumni association has been registered as AIISH Alumni Association (AAA) (Reg. No. 182:11-12 dated 9.9.2011). The number of registered members has shown a steady increase over the years. The social networking sites they have established enable constant communication among the members and with their parent faculty and the institute. So far there are 145 life members in the association. The AIISH Alumni Association (AAA) serves as a forum to promote and foster the relationship between the alumni, present students, staff, and the management of AIISH with the basic objective of exchanging ideas which, besides being mutually beneficial, will generally help to serve the Alma Mater in achieving excellence in technical education and contribute to improving the quality of life of the general public as visualized by founder fathers of AIISH. AAA is involved in organizing lectures/ motivational talks from the alumni of the institute. The alumni also fund students for their education and also for different sports and cultural activities. A notable AIISH

Alumni initiative "Creation of AIISH Alumni Association Students' Aid Fund (AAA-SAID)". The corpus for AIISH Alumni association students' aid fund (AAA-SAID) is the generous contribution of AIISH alumni (around 3 lakhs).

| File Description | Documents |
|--|---|
| Registration of Alumni association | NA |
| Details of Alumni Association activities | https://aiishmysore.in/academics/alumni |
| Frequency of meetings of Alumni Association with minutes | NA |
| Quantum of financial contribution | NA |
| Audited statement of accounts of the Alumni Association | NA |

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 | No File Uploaded |
| Certified statement of the contributions by the head of the Institution | View File |
| 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.

***Vision*:** to be a world-class institute for human resource development, conducting need-based research, striving for excellence in clinical services, creating awareness and public education in the field of communication disorders.

***Mission*:** to promote, sustain and provide globally competitive, ethically sound human resources, quality ducation, original research, clinical services, and public awareness in the field of communicationdisorders.

The mission and vision statement of the Institute reflects the lofty ideals and visionary perspectives of a national Institute in Speech- Language and Hearing. The vision statement of the institute is to ensure "Effective Communication by One and All". This vision is met through Manpower generation in the field of speech, language, and hearing, need-based basic.The mission of AIISH is to generate globally competent Speech-Language Pathologist and Audiologist and Special Educators. The institute promotes education to aspiring young citizens and enables them to achieve the highest clinical, research, academic, ethical and moral standards in the allied health care profession and become proficient leaders of our society. The academic and administrative policies, governance mechanisms mirror the Institutes' mission and vision.The mission statement reflects that ultimately, it is the persons with communication disorders and their parents and caregivers who stand as beneficiaries and stakeholders of all the programmes of the institute, be it manpower generation, research, rehabilitation, or public education.

| File Description | Documents |
|---|---|
| Vision and Mission documents approved by the College bodies | https://aiishmysore.in/about-us/vision-and-mission |
| Achievements which led to Institutional excellence | https://aiishmysore.in/about-us/genesis-and-growth |
| Any other relevant information | <u>Nil</u> |

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

***Vision*:** to be a world-class institute for human resource

development, conducting need-based research, striving for excellence in clinical services, creating awareness and public education in the field of communication disorders.

***Mission*:** to promote, sustain and provide globally competitive, ethically sound human resources, quality ducation, original research, clinical services, and public awareness in the field of communicationdisorders.

The mission and vision statement of the Institute reflects the lofty ideals and visionary perspectives of a national Institute in Speech- Language and Hearing. The vision statement of the institute is to ensure "Effective Communication by One and All". This vision is met through Manpower generation in the field of speech, language, and hearing, need-based basic.The mission of AIISH is to generate globally competent Speech-Language Pathologist and Audiologist and Special Educators. The institute promotes education to aspiring young citizens and enables them to achieve the highest clinical, research, academic, ethical and moral standards in the allied health care profession and become proficient leaders of our society. The academic and administrative policies, governance mechanisms mirror the Institutes' mission and vision.The mission statement reflects that ultimately, it is the persons with communication disorders and their parents and caregivers who stand as beneficiaries and stakeholders of all the programmes of the institute, be it manpower generation, research, rehabilitation, or public education.

| File Description | Documents |
|---|---|
| Vision and Mission documents approved by the College bodies | https://aiishmysore.in/about-us/vision-and-mission |
| Achievements which led to Institutional excellence | https://aiishmysore.in/about-us/genesis-and-growth |
| Any other relevant information | <u>Nil</u> |

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

The planning of various policies related to students, staff, and other stakeholders are discussed, deliberated and a policy

framework document is prepared following a democratic and participative approach. The byelaws of the institute reflect the principles and best practices of decentralization and participative management at different levels. At the institutional level, every staff member to the extent possible is involved in planning, designing, and implementation of various policies, protocols, and guidelines taking into account the national and international standards. Major policy decisions made by the academic subcommittee, standing finance Committee, and Executive Council. It is pertinent to mention that the faculty members and heads of the departments are nominated to the Executive Council, Academic Sub Committee, and Research Advisory Council, Ethics Committee, and also Departmental Promotion Committee / Selection Committee / other committees. The decisions and recommendations of the committees are communicated to the department/sections. Further, periodically each department has departmental meetings to ensure smooth functioning of the activities of the department and also to discuss the issues within the department if any. Besides this, the Academic section and the staff of the administration section interact with the Director on a day-today basis to discuss issues related to their sections. To sum up, the institute has a unique mechanism of periodic review, evaluative systems in place across disciplines and departments which promote interdisciplinary, multi-disciplinary, and trans-disciplinary approaches promoting the best practices in decentralization and participative management.

| File Description | Documents |
|---------------------------------|---------------------|
| Relevant information /documents | Nil |
| Any other relevant information | Nil |

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

The institute has developed a perspective-planned document for both short-term and long-term goals and objectives. Action plans are in place for implementation up to 2025. The perspective plan document was developed in consultation with all the Heads of Departments/Sections. The document was discussed deliberately before being approved. The institute monitors the academic,

clinical, research, and administrative activities through various authorities at different levels. The institute has an effective feedback system from the various stakeholders and takes timely corrective steps in administration and governance. The institute has got well defined organizational structure. Various committees like Staff Grievance, Redress committee, Anti Sexual Harassment Committee, Anti Ragging Committee, Public Grievance Officer, Anti-plagiarism Code / Cell, Ethics Committee. The student feedback system is conducted regularly on curricular and co-curricular and extracurricular activities of the institute. The strategic plan is to achieve the objectives of the institute and also for consolidation of existing courses, quality assurance, enhancement, and sustainment of academic, clinical, research, and administrative activities. Institute is trying its best NAAC accreditation with the highest grade as one of its primary objectives which is clearly reflected in the strategic plan of the institute.

| File Description | Documents |
|--|---|
| Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan | https://aiishmysore.in/storage/files/igac-meeting-29092022.pdf |
| Any other relevant information | https://aiishmysore.in/storage/files/igac-meeting-minutes-14032023_1.pdf |
| Organisational structure | https://aiishmysore.in/about-us/about-aiish/organization-chart |
| Strategic Plan document(s) | <u>Nil</u> |

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

C. Any 2 or 3 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 | View File |
| Screen shots of user interfaces | No File Uploaded |
| Policy documents | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

The institute is pro-active in recruitment and promotions of teaching, clinical, technical, and non-teaching staff through duly constitute committees. Regulatory norms are followed for the recruitment of teaching faculty. The assessment promotion scheme is in place for faculty based on the appraisal system for the promotion from one cadre to another cadre. Promotion avenues are provided to the faculty through Assessment Promotion Scheme (APS) and for the staff in Group B and C through Modified Assured Career Progression Scheme (MACP), which are independent of vacancy and provides promotional avenues to the faculty on completion of prescribed residency period in the existing grade. The orders of the Government of India providing reservations in recruitment for SCs, STs, and OBCs and orders in the promotion to the existing staff for SCs and STs are implemented in total for recruitment of faculty as well as other staff. These orders provide sufficient scope and opportunities to the persons belonging to the weaker section and minorities. Consequent to the implementation of the 7th Central Pay Commission recommendations by the Government, the pay package benefits that are offered to the faculty and other staff are quite attractive and have helped to retain the faculty and staff. However, for the nonfaculty, promotional avenues are available subject to the availability of vacancies through DPCs.

| File Description | Documents |
|---|---------------------|
| Policy document on the welfare measures | NA |
| List of beneficiaries of welfare measures | NA |
| Any other relevant document | Nil |

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

The institute is pro-active in recruitment and promotions of teaching, clinical, technical, and non-teaching staff through dully constitute committees. Regulatory norms are followed for the recruitment of teaching faculty. The assessment promotion scheme is in place for faculty based on the appraisal system for the promotion from one cadre to another cadre. Promotion avenues are provided to the faculty through Assessment Promotion Scheme (APS) and for the staff in Group B and C through Modified Assured Career Progression Scheme (MACP), which are independent of vacancy and provides promotional avenues to the faculty on completion of prescribed residency period in the existing grade. The orders of the Government of India providing reservations in recruitment for SCs, STs, and OBCs and orders in the promotion to the existing staff for SCs and STs are implemented in total for recruitment of faculty as well as other staff. These orders provide sufficient scope and opportunities to the persons belonging to the weaker section and minorities. Consequent to the implementation of the 7th Central Pay Commission recommendations by the Government, the pay package benefits that are offered to the faculty and other staff are quite attractive and have helped to retain the faculty and staff. However, for the nonfaculty, promotional avenues are available subject to the availability of vacancies through DPCs.

| File Description | Documents |
|---|---------------------|
| Policy document on the welfare measures | NA |
| List of beneficiaries of welfare measures | NA |
| Any other relevant document | Nil |

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

54

| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

| 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 | No File Uploaded |
| Copy of circular/ brochure/ report of training program self conducted program may also be considered | No File Uploaded |
| 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.)

00

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

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

The performance appraisal formats are used as per the Government of India guidelines. The annual performance appraisal is done by the heads of the department who serves as a reporting officer while senior professors for some of the group B & C staff serves as reviewing officer. The heads of the department are primarily responsible for monitoring and evaluating teaching staff in the department. Regular guidance, monitoring, and feedback are provided by the head of the department or the Director as and when required. The annual performance appraisal of Heads of the Department / Section heads and Professors is done by the Director. The performance of the teachers is taken into consideration during the assessment promotional scheme. Regular evaluations of the faculty are done by the students. Performance appraisal of the nonteaching staff is conducted by the respective Department/ Section. The APAR includes six domains for the assessment of teaching and technical staff these include - Pen Picture, Integrality, Work output, Personal Attributes, Functional Competency, Overall performance. Based upon these parameters the staff members are rated on a scale of 1-10, where 1 refers to the lowest grade and 10 refers to the highest grade. Self-appraisal by the faculty in written form is collected every year in the

confidential report which forms the basis for appraisal of their performance for the year. The outcome of the performance appraisal reports has a bearing on the following:

1. Confirmation or extension of probationary period.
2. Department promotion
3. Promotion under Assessment promotion scheme
4. Selection under direct recruitment

| File Description | Documents |
|--------------------------------|---|
| Performance Appraisal System | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR6/6.3.5.pdf |
| Any other relevant information | <u>Nil</u> |

6.4 - Financial Management and Resource Mobilization

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

The Institutes receives 100% funding from the Ministry of Health & Family Welfare, Govt. of India. The other sources of income include tuition fees from students, clinical charges, academic documents of students, consultancy, externship charges, overhead expenses from various extra-mural project, etc. Institutes take strict and disciplined measures to ensure optimal, rational, and meaningful utilization of resources. Budget estimates are planned very diligently every year for both capital and non-capital expenditures by heads of the department which are further discussed and deliberated with the Director, Chief accounts officer, and chief administrative officer before finalization. Recurring expenses are closely monitored at all levels of administration. Provisions are made for housing facilities as per the entitlement of staff as stipulated by GOI. Further hostels for men and women are in place to accommodate them, by paying the prescribed fees. Judicious budget estimates are made keeping in mind the future growth and development of the institute. For effective and efficient management of available resources, the periodical review is made for the allocated grants under Budget Estimate/Revised Estimate and the expenditure incurred thereon through a weekly financial statement, monthly expenditure report, convening purchase/building committee meetings, etc. Open and

closed tenders are opened in the presence of vendors to bring transparency in dealing with vendors. Further, the institute gives emphases on e-tendering processes and procuring through Government emarketplace (GeM). Negotiations did by the committee for the best-discounted price of various products. Timely online payments to vendors are made as per the contract agreements.

| File Description | Documents |
|--|---|
| Resource mobilization policy document duly approved by College Council/other administrative bodies | http://naac.aiishmysore.in/naac/IOAC/AQAR%202021-22/6.4.1.pdf |
| Procedures for optimal resource utilization | http://naac.aiishmysore.in/naac/IOAC/AQAR%202021-22/6.4.1.pdf |
| Any other relevant information | <u>Nil</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

As envisaged under bye-law No. 29(ii) of the Memorandum of Association, Rules and Regulations and byelaws of the institute, the accounts of the institute shall be audited annually by the Chartered Accountant appointed by the Finance Committee and any expenditure in connection with such audit shall be payable by the Institute. In addition to the above, the AG Karnataka, Bangalore conducts superimposed audits every year. Internal audit is carried out by the CA appointed by the institute. The external audit is carried out by the AG's audit and the Internal Audit Wing of the Ministry. The external audit is conducted every financial year and audited statements of the account and balance sheet are presented to the executive council for approval. The audited statements of accounts and balance sheet are forwarded to the Government of India along with an annual report of the institute every year on or before the commencement of the winter session of the parliament. The quarterly audit is conducted regularly by the Internal Audit Cell. This cell places an important role in prudently controlling revenue expenses and enforcing financial discipline. The institute regularly rotates the various staff members in the accounts and purchase section to maintain transparency and accountability of the accounting system. The institute is in the process of making an integrated management system in monitoring in real-time financial transactions. Most of

the time the institute promotes online transactions. At present, the Institute is financially sound for the implementation of various programs and projects.

| File Description | Documents |
|--|---------------------|
| Documents pertaining to internal and external audits for the last year | NA |
| Any other relevant information | Nil |

6.4.2 - Institution conducts internal and external financial audits regularly

As envisaged under bye-law No. 29(ii) of the Memorandum of Association, Rules and Regulations and byelaws of the institute, the accounts of the institute shall be audited annually by the Chartered Accountant appointed by the Finance Committee and any expenditure in connection with such audit shall be payable by the Institute. In addition to the above, the AG Karnataka, Bangalore conducts superimposed audits every year. Internal audit is carried out by the CA appointed by the institute. The external audit is carried out by the AG's audit and the Internal Audit Wing of the Ministry. The external audit is conducted every financial year and audited statements of the account and balance sheet are presented to the executive council for approval. The audited statements of accounts and balance sheet are forwarded to the Government of India along with an annual report of the institute every year on or before the commencement of the winter session of the parliament. The quarterly audit is conducted regularly by the Internal Audit Cell. This cell places an important role in prudently controlling revenue expenses and enforcing financial discipline. The institute regularly rotates the various staff members in the accounts and purchase section to maintain transparency and accountability of the accounting system. The institute is in the process of making an integrated management system in monitoring in real-time financial transactions. Most of the time the institute promotes online transactions. At present, the Institute is financially sound for the implementation of various programs and projects.

| File Description | Documents |
|--|---------------------|
| Documents pertaining to internal and external audits for the last year | NA |
| Any other relevant information | Nil |

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

| Funds/grants received from government bodies (INR in Lakhs) | Funds/grants received from nongovernment bodies (INR in Lakhs) |
|---|--|
| 3617.81 | Nil |

| 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 | No File Uploaded |
| 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

AIISH has an IQAC consisting of heads of the department with a total of 12-15 members. Academic coordinator as the coordinator for this cell. IQAC meetings are held regularly to oversee and the activities of IQAC. Important initiatives taken are: 1. Preparing Annual Report / AQAR 2. Effect of TQM on the Research Productivity

a) Scientific Publications b) Scientific Presentations c) Synergetic Relationship d) Consistency Pattern e) Cumulative Productivity 3) Overall Quality Improvement Strategies 4) Establishment of Student Parent Feedback and stakeholders 5) Organization of Seminars, workshops, and symposium for faculty empowerment and student enrichment

| File Description | Documents |
|--|---|
| The structure and mechanism for Internal Quality Assurance | https://aiishmysore.in/administration/naac/iqac |
| Minutes of the IQAC meetings | https://aiishmysore.in/administration/naac/iqac |
| Any other relevant information | <u>Nil</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 | No File Uploaded |
| Information as per Data template | View File |
| Any other relevant information | No File Uploaded |

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

A. All of the Above

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.,)

| File Description | Documents |
|---|---|
| Information as per Data template | View File |
| Annual report of the College | No File Uploaded |
| Minutes of the IQAC meetings | View File |
| Copies of AQAR | https://aiishmysore.in/administration/naac/iqac/the-annual-quality-assurance-report-aqar |
| Report of the feedback from the stakeholders duly attested by the Board of Management | No File Uploaded |
| Report of the workshops, seminars and orientation program | No File Uploaded |
| Copies of the documents for accreditation | 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

01

| 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

Institute believes and promotes gender equity for men and women and boys and girls have the same rights, resources, opportunities, and protective mechanisms to retain their identity at the highest possible level without any omissions and commissions. AIISH views all the employees with the same lens and with fairness. The institute is providing equal opportunities for both men and women in terms of education, clinical services, research, and public education and administration as well as in terms of employment. The entry into the institution for education, clinical services, research, public education, and employment is not based on gender but purely on the basis of merit and skills. Women are given opportunities in terms of employment as well as in education. This is one institute where the numbers of women in education, clinical services, research are more than men. Institute is headed by women and also most of the women are heading various departments. The institute has got an antisexual harassment committee that deals with any regrettable incident with utmost care and respect. There is a dedicated women counselor for dealing with girl students. The Institute has separate Hostels for Male and Female students. All these hostels are well equipped and have facilities to enjoy some quality time playing, indoor as well as outdoor games. Health and awareness camps are conducted to mark International Women's Day, and similarly, International Men's day also celebrated in the Institute.

| 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 | Nil |
| Any other relevant information | Nil |

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

Institute believes and promotes gender equity for men and women and boys and girls have the same rights, resources, opportunities, and protective mechanisms to retain their identity at the highest possible level without any omissions and commissions. AIISH views all the employees with the same lens and with fairness. The institute is providing equal opportunities for both men and women in terms of education, clinical services, research, and public education and administration as well as in terms of employment. The entry into the institution for education, clinical services, research, public education, and employment is not based on gender but purely on the basis of merit and skills. Women are given opportunities in terms of employment as well as in education. This is one institute where the numbers of women in education, clinical services, research are more than men. Institute is headed by women and also most of the women are heading various departments. The institute has got an antisexual harassment committee that deals with any regrettable incident with utmost care and respect. There is a dedicated women counselor for dealing with girl students. The Institute has separate Hostels for Male and Female students. All these hostels are well equipped and have facilities to enjoy some quality time playing, indoor as well as outdoor games. Health and awareness campus are conducted to mark International Women's Day, and similarly, International Men's day also celebrated in the Institute.

| File Description | Documents |
|--|---------------------|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children | Nil |
| Any other relevant information | Nil |

| | |
|---|-----------------------------------|
| 7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment | B. Any 3 or 4 of the Above |
|---|-----------------------------------|

| File Description | Documents |
|---|---|
| Geotagged Photos | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR7/L2.pdf |
| Installation receipts | View File |
| Facilities for alternate sources of energy and energy conservation measures | View File |
| Any other relevant information | View File |

| | |
|--|---|
| 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) | <p>AIISH follows the rules and waste management system as laid down under sections 68 and 25 of the environment act 1986. The waste is segregated as per the standard protocol where biodegradable color-coded bags are used to store certain types of waste as mentioned below: Black: Non-infectious and non-hazardous waste Red: Microbiological waste - Infectious waste only - Disposables, Blood bags, Syringes, Urine bags, IV tubes, Stents, Catheters, Drains, Glucose bottles, Gloves, Aprons, Vials. Yellow: Human waste item contaminated with blood- Placenta, plaster of Paris, solid, plaster/beddings casts, Human tissue/ organs, cotton, bandages, Mops, Swabs, and Dressings. Blue: Plastic and unbroken</p> |
|--|---|

glass only: Solid waste management: The solid waste generated from the institute is segregated at the source. The degradable waste is being used to prepare manure. Liquid waste management: Action has been taken to store waster generated at the Institute for the use of the garden. Biomedical waste management: The medical waste generated at the institute is being disposed of by engaging outsourced agency 'M/s GIPS Bio Tech' who is authorized for disposal of biomedical waste. Ewaste management: No major e-waste is generated at the institute. The minor ones are disposed of through auction to competent agencies who handle such waste. Waste recycling system: The degradable waste segregated viz., dried leaves, garden re-uses etc., are being used to prepare manure. Hazardous chemicals and radioactive waste management: No hazardous chemicals are being used at the institute.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR7/7%20disposal.PDF |
| Geotagged photographs of the facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR7/IMG_1244.JPG |
| 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

AIISH follows the rules and waste management system as laid down under sections 68 and 25 of the environment act 1986. The waste is segregated as per the standard protocol where biodegradable color-coded bags are used to store certain types of waste as mentioned below: Black: Non-infectious and non-hazardous waste Red: Microbiological waste - Infectious waste only - Disposables, Blood bags, Syringes, Urine bags, IV tubes, Stents, Catheters, Drains, Glucose bottles, Gloves, Aprons, Vials. Yellow: Human waste item contaminated with blood- Placenta, plaster of Paris, solid, plaster/beddings casts, Human tissue/ organs, cotton, bandages, Mops, Swabs, and Dressings. Blue: Plastic and unbroken glass only: Solid waste management: The solid waste generated from the institute is segregated at the source. The degradable waste is being used to prepare manure. Liquid waste management: Action has been taken to store waster generated at the Institute for the use

of the garden. **Biomedical waste management:** The medical waste generated at the institute is being disposed of by engaging outsourced agency 'M/s GIPS Bio Tech' who is authorized for disposal of biomedical waste. **Ewaste management:** No major e-waste is generated at the institute. The minor ones are disposed of through auction to competent agencies who handle such waste. **Waste recycling system:** The degradable waste segregated viz., dried leaves, garden re-uses etc., are being used to prepare manure. **Hazardous chemicals and radioactive waste management:** No hazardous chemicals are being used at the institute.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR7/7%20disposal.PDF |
| Geotagged photographs of the facilities | http://naac.aiishmysore.in/naac/NAAC%202nd%20cycle/CR7/IMG_1244.JPG |
| Any other relevant information | <u>Nil</u> |

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

A. Any 4 or all of the above

| File Description | Documents |
|---|-------------------------|
| Geotagged photos / videos of the facilities | <u>Nil</u> |
| Installation or maintenance reports of Water conservation facilities available in the Institution | <u>View File</u> |
| 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

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Geotagged photos / videos of the facilities if available | Nil |
| Geotagged photo Code of conduct or visitor instruction displayed in the institution | View File |
| Any other relevant information | No File Uploaded |
| Reports to be uploaded (Data Template) | View File |

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

B. Any 4 of the Above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photos of the facilities as per the claim of the institution | View File |
| Any other relevant information | No File Uploaded |
| Data template | View File |
| Relevant documents | No File Uploaded |

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).

AIISH has adopted the following steps in achieving an inclusive environment for the staff and students. 1. Academic Support - AIISH provides academic support to ensure all students have the accessibility of all the academic programs and enough opportunities for them to thrive their skills during graduate, postgraduate,

doctoral, and post-doctoral programs. Students are provided enough opportunities to avail the library services which are available for 12 hours a day. 2. Prepare teachers - AIISH conducts various workshops seminars, conferences, faculty development programs to fine-tune the teaching skills of the faculty. 3. Curriculum - The curriculum followed at AIISH is over and above the prescribed curriculum by the Rehabilitation Council of India. The curriculum is designed in such a way that the student thrives in academic, clinical, research, and public education. Further, the curriculum is aimed to keep in mind the global standards in the field of Speech- Language Pathology and Audiology. 4. Increase our own cultural competency - Attending conferences, workshops/ seminars that focuses on diverse issues in the classroom and culturally responsive teaching practice helps us to face our deficits and biases and increases our sensitivity and skills. 5. Encourage student interaction - The goal of AIISH is that our students will have full interactions and conversations with people from different backgrounds and life experiences. Education can promote inclusivity by creating an environment where students can only discuss their thought and feelings about the privileges and structural operations.

| File Description | Documents |
|--|---------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | Nil |
| Any other relevant information/documents | Nil |

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

A. All of the Above

| File Description | Documents |
|--|---|
| Information about the committee composition, number of programmes organized etc., in support of the claims | No File Uploaded |
| Web link of the code of conduct | https://aiishmysore.in/storage/files/code-of-conduct.pdf |
| Details of the monitoring committee of the code of conduct | View File |
| Details of Programs on professional ethics and awareness programs | No File Uploaded |
| 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

AIISH believes and promotes commemorative days by observing certain National/International commemorative days related to communication disorders. In this regard, the Dept. of Audiology ensures observation of World Hearing Day. Dept. of Clinical Services observes International Day for Persons with Disabilities, International National Stuttering Awareness Day. Dept. of Speech-Language Pathology observes World Autism Day, World Alzheimer's day, and Cerebral Palsy Day. Dept. of Speech-Language Sciences observes Voice Day etc., There are certain important days like Swachh Bharat, Communal Harmony, Vigilance day which is observed kept in mind and wherever applicable the themes of the year are implemented through various activities like awareness programs, camps, guest lectures, outreach programs, rally, free hearing checkup, and hearing aid distribution, etc. The days of national importance like Independence day, Republic Day, and Gandhi Jayanthi are celebrated with the fervor of national integration. 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, etc. There are other important commemorative days which the institute is proudly observing over the years like Audiologist, Speech-

Language Pathologist/ Therapist days,

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)

1. Title of the Practice: "Community Oriented Screening Camps"

Objectives of the Practice: The primary aim is to provide comprehensive screening and intervention services for communication disorders among children attending Ashrama schools in the Mysuru district. The intended outcomes include early identification of communication disorders, provision of necessary medical and therapeutic interventions, and ensuring access to appropriate educational resources. The underlying principles of this practice involve early intervention, multidisciplinary collaboration, and equity in healthcare access for marginalized communities.

2. Title of Practice: AIISH Vaani

Objectives of the Practice:

The main intention of this practice is to create awareness among the general public on various communication disorders and to throw light on prevention and early identification of communication disorders. This will help in connecting the stake holders with the Speech Language Pathologists and Audiologists. Another important objective is to orient the public on the institutional activities and the courses offered. As the course on Speech and Hearing is relatively less known, it will help in more student population to take up this course and provide services in rural areas also.

| File Description | Documents |
|--|---|
| Best practices page in the Institutional website | https://aiishmysore.in/administration/naac/best-practices-of-aiish |
| 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

AIISH was established in the year 1966 as an autonomous institute fully funded by the Ministry of Health and Family Welfare, Government of India (MoHFW). The major objectives of the institute are to impart professional training, render clinical services, conduct research and educate the public on issues related to communication disorders such as hearing impairment, mental retardation, voice, fluency, and phonological and language disorders. The institute has also been recognized as a Nodal Center for the implementation of the National Program for Prevention and Control of Deafness of MoHFW, GOI as well as for generating manpower for the same. Owing to its academic and research excellence, the institute has been assessed and accredited by NAAC with an 'A' grade. Also, it is an ISO 9001:2015 certified organization for its brilliance of quality. Furthermore, it has been recognized as College with Potential for Excellence by the UGC, and as a Collaborative Organization for the Rashtriya Bal Swasthya Karyakram (RBSK), a GOI scheme under the MoHFW. AIISH seeks to be a Centre of Excellence by emphasizing socially meaningful education, with emphasis on quality and spirituality. The institute is unique in the way that it is exclusively in the area of speech, language, and hearing not only in India but also one of its types in the whole of the world.

| File Description | Documents |
|---|---|
| Appropriate web page in the institutional website | https://aiishmysore.in/ |
| 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

AIISH was established in the year 1966 as an autonomous institute fully funded by the Ministry of Health and Family Welfare, Government of India (MoHFW). The major objectives of the institute are to impart professional training, render clinical services, conduct research and educate the public on issues related to communication disorders such as hearing impairment, mental retardation, voice, fluency, and phonological and language disorders. The institute has also been recognized as a Nodal Center for the implementation of the National Program for Prevention and Control of Deafness of MoHFW, GOI as well as for generating manpower for the same. Owing to its academic and research excellence, the institute has been assessed and accredited by NAAC with an 'A' grade. Also, it is an ISO 9001:2015 certified

organization for its brilliance of quality. Furthermore, it has been recognized as College with Potential for Excellence by the UGC, and as a Collaborative Organization for the Rashtriya Bal Swasthya Karyakram (RBSK), a GOI scheme under the MoHFW. AIISH seeks to be a Centre of Excellence by emphasizing socially meaningful education, with emphasis on quality and spirituality. The institute is unique in the way that it is exclusively in the area of speech, language, and hearing not only in India but also one of its types in the whole of the world.

| File Description | Documents |
|---|---|
| Appropriate web page in the institutional website | https://aiishmysore.in/ |
| 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

The All India Institute of Speech and Hearing (AIISH) is a premier Institute offering programmes related to communication disorders. The major objectives of the Institute are manpower generation in the area of communication and its disorders, rendering clinical services, conducting research and educating the public on issues related to communication disorders. The Institute, with the aim of capacity building in the area of communication disorders, offers 18 programmes. These include three diploma programmes [Diploma in Hearing Aid & Ear mould Technology, Diploma in Early Childhood Special Education (Hearing Impairment) and Diploma in Hearing Language and Speech-through video conferencing mode]; two undergraduate programmes [Bachelor of Audiology and Speech-Language Pathology (B.ASLP) and Bachelor of Education Special Education (Hearing Impairment)]; five PG Diploma programmes [Augmentative and Alternative Communication, Clinical Linguistics, Forensic Speech Sciences and Technology and Neuroaudiology]; three postgraduate programmes M.Sc. (Speech- Language Pathology), [M.Sc. (Audiology) and M.Ed. Spl. Ed. (Hearing Impairment)]. In addition, it offers four PhD programmes [Audiology, Speech-Language Pathology, Speech and Hearing, Special Education and Linguistics] and Post-Doctoral Fellowship. Situated in a lush green campus of 30 acres adjacent to the University of Mysore in Manasagangothri, Mysuru, Karnataka, it is a unique Institute in the Asian

subcontinent. Its eleven departments/centres and well-equipped Library and Information Centre contribute to its uniqueness. These departments/centres have state-of-the-art facilities to offer inter-disciplinary training to the students.

| File Description | Documents |
|---|---|
| Details of the programs/courses offered during the year | https://aiishmysore.in/academics/admission-2023/courses-offered |
| Minutes of relevant Academic Council/ BOS meetings | NA |
| Any other relevant information | Nil |

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

The major objectives of the institute is to impart professional training, render clinical services, conduct research and educate the public on issues related to communication disorders such as hearing impairment, mental retardation, voice, and fluency, and phonological and language disorders. It has strived in the last 5 decades in furthering the cause of professions of Audiology, Speech-Language Pathology, and Special Education throughout the country. Equipped with state-of-art equipment and techniques, the institute provides clinical services to persons of all ages having a whole range of communication disorders. It caters to persons with speech, language, hearing, and swallowing disorders. Assessment and rehabilitation services are provided to pediatric, adult, and geriatric groups for any type of communication difficulties. Out-patient consultations by Audiologists, Speech-Language Pathologists, ENT specialists, Clinical Psychologists, Physiotherapists, and Occupational therapists, are offered at the institute on a regular basis. Multidisciplinary services are also provided by a team of professionals such as Plastic surgeons, Phono-surgeon, Neurologists, Pediatrician, Orthodontists and Dieticians on a consultancy basis. Speech-language therapy, Special education, feeding and swallowing therapy, physiotherapy, and occupational therapies are provided at the institute on a customary basis; and also, demonstration therapy for a shorter duration is provided to needy patients. The institute also offers its services through tele-mode. Tele-assessment and teleintervention services (therapy, consultation, counseling, parental training) for persons with speech, language, and hearing disorders through video-conferencing and other ICT platforms are

being carried out.

| File Description | Documents |
|---|---|
| Outpatient and inpatient statistics for during the year | https://aiishmysore.in/storage/files/dcs-2-23.pdf |
| Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System | https://aiishmysore.in/departments/clinical-services |
| Any other relevant information | Nil |

8.1.3 - Mechanism in place in the teaching Institute/ Hospital for providing disability certificates/ concessional facilities to the needy population as per RPWD Act 2016. Describe within 100-200 words.

The International Classification of Functions is the cynosure of RPWD 2016 and improving the social activity level and participation of an individual with disability regardless of any ethnocultural, environmental, cognitive?communicative, socioeconomic, geographical, or political barriers is considered the epitome of rehabilitation. It provides the state government, professionals, and society with the onus of minimizing barriers and maximizing community integration of persons with disability. As defined in the act, "Speech, Language and Hearing disabilities" result in permanent, significant deviations in the components of speech and/or language or hearing due to organic or neurological causes (Section 1D, RPWD 2016). Persons with Speech, Language, and Hearing disabilities are legitimately placed under the protection of "Language Disability" of RPWD 2016 for the impact of this condition on "a person with long term physical, mental, intellectual, or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others." A certificate stating the disability score from a medical board constituted by the Medical Superintendent, Neurologist, and certified Speech?Language Pathologist is mandatory. The disability criteria of 40% and above for availing the benefits of this act are derived based on the evaluation of persons with Speech-Language and Hearing disability. AIISH is one of the nodal Institute which issues disability certificate for availing various concession and privileges as stipulated in RPWD Act 2016. A team of professionals issues the required certificate

without any hassles to the needy person adhering to high ethical and moral standards.

| File Description | Documents |
|--|---|
| Details of disability certificates issued in during the year | https://aiishmysore.in/storage/files/dcs-2-23.pdf |
| Any other relevant information | https://aiishmysore.in/storage/files/2022-23_1.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

ADIP Scheme is one of the major initiatives of the Ministry of Social Justice & Empowerment, Govt. of India. This scheme is implemented to assist the needy disabled person in procuring durable, sophisticated, and scientifically manufactured, modern, standard aids and appliances to promote physical, social, psychological rehabilitation of Persons with Disabilities by reducing the effects of disabilities and at the same time enhance their economic potential. AIISH provides hearing aids to the needy population adhering to the guidelines stated by the Ministry of Social Justice and Empowerment. Further, AIISH also has its own scheme for dispensing hearing aids at a subsidized rate to persons with hearing loss. This scheme is provided to persons with benchmark disability i.e. having 40% or more disability due to hearing loss with valid certification by a qualified professional. Specific evaluations are carried out to assess the benefit of hearing devices in order to select the most appropriate device for the client. These devices enhance the perception of the signal, such as the sound of a doorbell, telephone ring, aid in a telephone conversation, and listening to television. Hearing aid dispensing scheme: The department of Audiology has been successfully running a hearing aid dispensing scheme since 2006 - 07. Through this scheme, clients can procure the prescribed hearing aids at a discounted rate which are being dispensed to the clients. These hearing aids include devices other than those dispensed by the Government of India under the ADIP scheme.

| File Description | Documents |
|---|---|
| List of schemes | https://aiishmysore.in/storage/files/website-statistics-2022-23.pdf |
| List of beneficiaries under different schemes during the year | https://aiishmysore.in/storage/files/website-statistics-2022-23.pdf |
| Any other relevant information | <u>Nil</u> |

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 programme in the field of Speech-Language Pathology and Audiology are at the undergraduate level i.e BASLP. AIISH is a pioneer institute that was instrumental in introducing M.Sc Speech- Language Pathology and M.Sc Audiology as the specialization programme in the field of Speech-Language Pathology and Audiology. The two programmes in special education i.e. B.Ed Spl. Edn (HI) and M.Ed Spl. Edn (HI). These programmes are approved by the Rehabilitation Council of India (RCI) a statutory body, GoI. The approvals for all these programmes have been given to the institute since the inception of these programmes for a period of five years, which speaks volumes about the infrastructure of the institute in maintaining high standards for running these professional courses. The PG diploma courses at present do have affiliation; however, these programmes have zero admission over the last five years. Eight programmes offered by AIISH requires approval from the Rehabilitation Council of India (RCI), a regulatory body. All of these eight programmes have been approved by RCI and the University of Mysore.

| File Description | Documents |
|---|---|
| E-copies of approval letters from the Regulatory Bodies | https://aiishmysore.in/storage/files/list-of-approvals-from-rci-1.pdf |
| Any other relevant information | <u>Nil</u> |

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

A. All of the Above

| Clinical tests and tools Research equipment | |
|---|---------------------------|
| File Description | Documents |
| List of Diagnostic, treatment, clinical tests and research equipment available in the College | View File |
| Geotagged photos | No File Uploaded |
| 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 | |
| <p>a) Clinical training: The Department of Clinical Services and Audiology imparts clinical training to diploma, graduate, postgraduate and doctoral students from AIISH for diagnosis and management of persons with speech, language, and hearing disorders. The students are provided training in the assessment and management of various types of communication disorders using behavioral standardized tests and state-of-the-art equipment. In addition to this, their skills are also developed for the preparation of teaching aids, clinical documentation of reports, preparation of intervention plans, home training programs, and public education materials.</p> <p>b) Clinical practicum classes: Classes are conducted on a weekly basis for student clinicians to bridge the gap between theory and practice. This helps the department to maintain high standards of clinical competence which is focused and completed within a stipulated schedule.</p> <p>c) Diagnostic services- Speech-Language and Hearing evaluation: Students are trained in the assessment and formulation of diagnosis for various communication disorders which involves a detailed assessment of various domains of Speech-Language and Hearing. The evaluation is carried out using behavioral tests as well as objective tests. All the students are given the opportunity to use the equipment and postings are placed in such a way that they have access to all the specialized clinics.</p> | |

| File Description | Documents |
|--|---------------------|
| Details of student postings in Clinical and community settings | Nil |
| Any other relevant information | Nil |