



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ALL INDIA INSTITUTE OF SPEECH AND HEARING

**NAIMISHAM CAMPUS, MANASAGANGOTHRI, MYSORE-06
570006**

www.aiishmysore.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The All India Institute of Speech and Hearing (AIISH) was established in the year 1966 as an autonomous institute fully funded by the Ministry of Health and Family Welfare, Government of India. 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 started with one post-graduate program in the year 1965 and now offers many 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); 2 undergraduate programs (B.Sc. in Speech & Hearing and B.S.Ed - Hearing-Impairment); PG Diploma programs in Clinical Linguistics and Forensic Speech Science and Technology; 3 post-graduate courses (M.Sc. in Audiology, M.Sc. in Speech-Language Pathology and M.S.Ed-Hearing-Impairment). The Institute offers PhD programs in Audiology and Speech-Language Pathology. Further, the faculty of Special Education, Clinical Psychology, Linguistics also offer PhD in their respective discipline. The Post-Doctoral Fellowships is one of its flagship programme on its own. The Institute is affiliated with the University of Mysore and the programmes are approved by the Rehabilitation Council of India. The Institute boasts its infrastructure both in terms of instructional and instrumentation which sets standards/benchmarks on its own and are being followed as a model by the regulatory body. The institute always maintains a high quality of standard in delivering education, clinical services, research and public education in the field of Speech-Language and Hearing which is viewed as a benchmark by other organizations. Thus, AIISH is a synonym for the profession of Speech and Hearing in India and AIISH believes the concept of inclusiveness, accessibility, affordability, sustainability as its ingredients to maintain quality in its products and services.

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 resource, quality education, original research, clinical services and public awareness in the field of communication disorders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. In the assessment year, there was significant development in the infrastructure – facility for advanced auditory research, audio-visual laboratory to name a few electrical brain imaging facility, next generation sequencing lab, swallowing lab etc.
2. AIISH has evolved various steps for quality improvement in academic inputs. As a continuing effort in this direction, in the assessment year, *faculty calibration process* was carried out by an external expert who assessed every faculty on dimensions of teaching-learning and provides feedback about the strengths and opportunities to improve.
3. The new born screening centres attached to the department of Prevention of Communication Disorders (POCD) added three more at JIPMER, Pondicherry, NSCBMC, Jabalpur, and RIMS, Ranchi of the country.
4. In order to encourage large scale research and longitudinal studies, the institute extended the grant for ‘AIISH Research Fund’ from one year to three years duration.
5. In the assessment year, there was significant development in the infrastructure – opening of new academic block (Knowledge park), opening new Audiological evaluation block (Jayachamarajendra block) and new quarters for A, B, C and D groups of staff. The building for Center of Excellence is completed and is ready for occupancy and operation. Further, the Speech and Hearing Museum is under construction and will be open to public in due course of time.
6. The existing diploma programmes (Diploma in Hearing, Language and Speech) were upgraded to Bachelors in Audiology and Speech-Language Pathology (B.ASLP) in three extension centers of AIISH at JIPMER, Puducherry, NSCBMC, Jabalpur and RIMS, Imphal.

Institutional Weakness

1. In the field of speech and hearing, the activities of the faculty extent to clinical teaching along with academic teaching. With the increase in client load at the institute, the existing faculty strength is short of meeting the optimum staff: student ratio. As against 105 sanctioned faculty positions, the institute has 45 fulltime faculty as of now. This results in imbalance in the work load(teaching, clinical and research) leading to deturation of overall quality of output.

1. In order to achieve its motto of Reaching the Unreached, the institute needs to broaden its presence in various parts of the country as the services are mainly confined around Mysore at present.

1. The institute has four PG diploma programs which are approved by the regulatory bodies. However, there is zero admission since last four academic years resulting in redundancy of these programs

Institutional Opportunity

1. To enhance the status of the institution from Autonomous to Deemed to be University/Institution of National Importance.
2. Optimum usage of physical and instructional infrastructure.

3. Collaborative research at National and International levels to meet global standards.
4. Faculty, student, staff exchange programs to be enhanced in par with global standards.
5. Developing and promoting the concept of Make in India and Made in India.
6. Promoting and preserving the intellectual property rights for various products.

Institutional Challenge

1. **Retention and sustenance** of talented faculty and students.
2. To **strengthen IQAC** for quality sustenance and enhancement.
3. **Reaching the unreached** due to diversity in India is a challenge.
4. To facilitate effective **collaboration** between various scientific and research agencies/laboratories and other organizations working in the field of speech, language and hearing sciences and disorders.
5. To serve as a **national apex centre** for research in speech, language and hearing sciences and disorders, to offer consultancy services to other institutions, agencies to augment research in basic and advanced methods in speech, language and hearing sciences and disorders.
6. **Digitization, automation and computerization** in all areas of operation in the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

AIISH offers 18 academic programmes (2 U.G., 3 P.G., 5 PhD, and 1 PDF Programmes). In addition to it, 3 Diplomas and 4 PG Diplomas.

AIISH offers a choice-based credit system for UG and PG programmes. The UG curriculum is designed with the objectives of developing global competency, employability skills, value orientation and social responsiveness in students. Research Project, Internship, Soft Skills, Value Education, Case Studies, Evidence-Based Studies, Service-oriented Courses and Outreach courses are compulsory components of the undergraduate curriculum. The postgraduate curriculum is designed with the objective of providing in-depth knowledge in the subjects to the students.

Scope for Credit accumulation, are the salient features of the curriculum. 80 Post-graduate students registered for Massive Open Online Courses (MOOCs) through SWAYAM.

The syllabi of AIISH are revised periodically(2016) taking the basis from the regulatory authority of India by the institute and approved by the University of Mysore in Speech-Language Pathology, Audiology under the guidance of Chairman, BOS.

Teaching-learning and Evaluation

The majority of AIISH students are from across the globe representing the cosmopolitan spread in its admission process. Students are admitted to various programmes through an All India entrance examination. The teaching-learning–evaluation process is managed through systems and practices which include planning, execution, monitoring and indicators. The teaching and Evaluation schedule for a semester is communicated to the students through Institute Calendar and Semester Plans. Along with the teaching schedule, strategies for the evaluation of assignments and seminars are also made available to the students. The College follows a system with inbuilt monitoring mechanisms to complete the teaching and continuous internal assessment of the semester. Thus, the College ensures completion and transparency in the teaching and evaluation system.

AIISH has introduced technological innovations in teaching-learning and evaluation system. Registration for courses, examination timetable, IA marks, progress report, hall allotment, hall tickets, and results are managed at the institute level as well as the University level.

The IQAC has also developed indicators and fixed benchmarks to measure the quality of processes and outcomes. Attainment of the Learning Outcomes is ensured using Question Paper Blue Prints and Question Banks.

The average teaching experience of the faculty with Ph.D are having 10+ years of teaching experience. AIISH is now planning to harness this capability of the young teachers for a leap to a new era. Further, the ICT is an inbuilt component in the delivery of the curriculum.

Research, Innovations and Extension

The Institute has the policy to promote research, innovation and consultancy with the objective of faculty and student to excel. The Centre for Research and Development, co-ordinate by the Dean of Research promotes research and ensures its quality and ethics. AIISH has Collaborative Research and Sustainable Development.

The faculty of AIISH is always at the forefront for its publications in high impact journals and also in receiving grants from National and International funding agencies. The fund mobilized by the faculty by way of projects and schemes from governmental and non-governmental agencies was to a tune of approx. 16.91 crores.

Eleven departments are recognized as research centres and 19 faculty are registered as guides for Ph.D. programme. Central Instrumentation Facility, lab, Audio-video recording room, Statistical software and Plagiarism software are facilities available for the researchers. The faculty produced 50+ Ph.Ds and published 385 research papers in various journals and 154 books as authored and chapter contribution.

Infrastructure and Learning Resources

AIISH has adequate infrastructure for teaching, research and support services. The students and faculty are provided with the state-of-the-art teaching-learning aids and resources. The Institute has 22 ICT enabled classrooms spanning across two buildings and 5295.4733 Sq.mts which can accommodate more than 600 students. The classrooms have advanced audio-visual facilities. The institute has dedicated video conferencing system for clinical and educational purposes.

Institute has internet browsing centre with 150+mbps speed and a seating capacity of 50 for general purpose learning and research. All the full-time research scholars are provided with personal computers with internet access in the JRF room. 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, volley ball court, auditorium, gymnasium and amphitheatre. The sports activities of the Institute are coordinated by the AIISH Gymkhana established in the year 2004.

In the sports complex, the students have facilities for indoor games such as Carrom with a play area of 65.03 Sq.mts., Table Tennis with a play area of 65 Sq.mts., Badminton with a play area of 371.6 Sq.mts., Chess with a play area of 65.03 Sq.mts.

Library has 22, 646+ books and 550+ subscribed journals. It is automated with RFID technology and updated with access to online resources like Web of Science, NLIST, Delnet and IGI Global, WebOPAC etc. Stack space with computers are allotted for researchers.

Other facilities are biometric device for staff, student attendance, CCTV Cameras, LED digital Board, Paper recycling unit. Stock registers, Log books and repair information are maintained for equipment. Electrical and Technical Maintenance is co-ordinated by Dept. of Electronics. IT in Charge and hardware technician manage IT maintenance. Security services and daily campus cleaning are outsourced. The existing infrastructure and learning resources are over and above the requirement by the regulatory bodies keeping in mind the futuristic development of the institution.

Student Support and Progression

AIISH develops systems to take care of students economic, emotional and social requirements, creates an enabling environment, train them for progression and employment and develops leadership potential.

During the assessment period 2203+ students benefited through institutional stipend apart from Governmental

scholarship beneficiaries. Services and schemes such as Mentoring, Soft Skill Development, Personal Counselling, Yoga and Meditation are operational for students. Mentoring system is institutionalized. Mentor looks into academic, financial and social aspects of the mentee, which is recorded. In cases of concern, the students are referred to concerned persons for remediation, counselling and financial help. Soft skill development is integrated into curriculum. Service of a qualified Counsellor is available.

The institute provides accommodation, food and sports kits to all the needy students. Emphasis is given to talent development in fine arts, debates and quiz through training, cultural events and Club activities. Leadership training for student leaders is a regular feature. Open expression of ideas, needs and grievances is encouraged through Student Forum meetings. On an average of 95% students progress to higher education and job of which approx. 85% are recruited through campus placement.

The AIISH Alumni Association (AAA) serves as a forum to promote and foster 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. General Alumnae Meet is held annually. In addition, meets of specific batches take place in Departments. The AIISH Alumni Association (AAA) serves as a forum to promote and foster 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.

Governance, Leadership and Management

Mission and vision statement of the Institute reflect the lofty ideals and visionary perspectives a national Institute in the 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 and applied research in speech, language and hearing, Clinical services to persons with communication disorders, Education to the public on issues related to communication disorders. Management, staff and student of the institute are committed to make AIISH a ‘World Class Centre’ in the field of Speech Language Pathology and Audiology leading to stakeholder’s satisfaction.

The planning of various policies related to students, staff and other stakeholders are discussed, celebrated and a policy framework document is prepared following a democratic and participative approach. The byelaw of the institute reflects 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. Further, the stakeholders and students are also part of various committees while framing policies and guidelines. The institution has two vibrant NSS units for promoting and implementation of various outreach extension services and social responsibility. The institution has IQAC cell which monitors and supports the overall academic, administration, research and other activities.

To sum up 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*

Institutional Values and Best Practices

The institution has several best practices however following two best practices are significant

Best Practice 1: Hearing Aid Dispensing

Objectives of the Practice: At AIISH department of Audiology has been successfully running a hearing aid dispensing scheme since 2006-07.

Best

Objectives of the practice: The objective of this service is to reach the unreached across the country as to make services accessible and affordable to one and all.

Allied Health Sciences Part

AIISH caters to persons of all ages having a whole range of communication disorders. The institute attracts students from all over India and abroad. It has strived since more than 50 years in furthering the cause of professions of Audiology, Speech Language Pathology and Special Education throughout the country. The enthusiasm to excel in reaching out to individuals with communication disorders knows no boundaries i.e Reaching the Unreached is the motto of the institute. The institute has been recognized as a Center of Excellence in the area of Deafness by WHO, Center of Excellence by MoHFW, GOI, Centre for Advance Research by UGC and as a Science and Technology Institute by DST. The institute has now been recognized as a Nodal Center for the implementation of National Program for Prevention and Control of Deafness by Ministry of Health and Family Welfare, Government of India as well as for generating manpower for the same. Till date, 2000 students have received undergraduate degrees and 1500 post-graduate degrees from AIISH. In

In addition, 100 Ph.Ds in Speech and Hearing, Audiology and Speech-Language Pathology have been awarded under the guidance of the faculty of the institute. Further, in the allied disciplines like Clinical Psychology, Linguistics and Electronics, eight faculty members in AIISH have obtained Ph.D and some are pursuing the same. AIISH is wholly financed by the Government of India and functions as an autonomous organization under the direction of the Executive Council with the Hon'ble Union minister of Health and family welfare as Chairman and the Hon'ble minister of Health and family welfare, Government of Karnataka as the Vice Chairman.

AIISH is committed to bring out quality professionals who can meet the challenges of helping individuals to overcome the debilitating effects of their communication disorders. AIISH believes to set new standards so that future trained professionals are always on their toes to succeed. AIISH is sure that their students will make Institute and country proud with their services for the betterment of mankind.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ALL INDIA INSTITUTE OF SPEECH AND HEARING
Address	Naimisham Campus, Manasagangothri, Mysore-06
City	Mysore
State	Karnataka
Pin	570006
Website	www.aiishmysore.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	M. Pushpavathi	0821-2502100	9449323811	0821-25150515	naacsc.aiish@gmail.com
IQAC / CIQA coordinator	Ajith Kumar U	0821-2502320	9901993555	0821-	ajithkumar18@gmail.com

Status of the Institution	
Institution Status	Government
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	09-10-1965			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Karnataka	University of Mysore		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	03-09-2012		View Document	
12B of UGC	03-09-2012		View Document	
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	View Document	31-08-2020	60	Five programmes ie BASLP MEd Spl Edu HI BEd Spl Edu HI MSc Audiology MSc Speech Language Pathology have one consolidated document and validity is usually given for five academic years

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	22-07-2016
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Naimisham Campus, Manasagangothri, Mysore-06	Urban	32	20059.24

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEdSplEd, Special Education	24	Any Degree	English	30	13
UG	BASLP, Audiology	48	PUC	English	62	60
PG	MEdSplEd, Special Education	24	B.Ed Spl. Edu HI	English	20	0
PG	MSc, Audiology	24	B.ASLP	English	40	40
PG	MSc, Speech Language Pathology	24	B.ASLP	English	40	40
PG Diploma recognised	PG Diploma, Speech	12	B.ASLP	English	10	0

by statutory authority including university	Language Pathology					
PG Diploma recognised by statutory authority including university	PG Diploma, Speech Language Pathology	12	B.ASLP	English	20	0
PG Diploma recognised by statutory authority including university	PG Diploma, Speech Language Sciences	12	B.ASLP	English	10	0
Doctoral (Ph.D)	PhD or DPhil, Special Education	36	PG in Special Education	English	6	4
Doctoral (Ph.D)	PhD or DPhil, Audiology	36	PG in Audiology	English	64	1
Doctoral (Ph.D)	PhD or DPhil, Speech Language Pathology	36	PG in SLP	English	82	1
Doctoral (Ph.D)	PhD or DPhil, Speech Language Pathology	36	PG in Linguistics	English	6	4
Doctoral (Ph.D)	PhD or DPhil, Speech Language Pathology	36	PG in Speech and Hearing	English	6	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	20				16				47			
Recruited	0	2	0	2	6	1	0	7	16	15	0	31
Yet to Recruit	18				9				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				87
Recruited	41	20	0	61
Yet to Recruit				26
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				102
Recruited	40	33	0	73
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	4	0	9	10	0	3	3	0	34
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	1	1	0	2	0	0	0	1	0	5
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	3	2	0	7
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	3	6	0	9
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	5	19	0	0	24
	Female	21	35	0	0	56
	Others	0	0	0	0	0
UG	Male	3	8	0	0	11
	Female	16	40	0	6	62
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	9	8	6
	Female	16	15	9	14
	Others	0	0	0	0
ST	Male	4	3	2	2
	Female	3	5	8	7
	Others	0	0	0	0
OBC	Male	7	7	12	9
	Female	35	34	27	32
	Others	0	0	0	0
General	Male	16	18	15	14
	Female	56	55	64	54
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	6	6	4	6
	Others	0	0	0	0
Total		150	152	150	144

General Facilities	
Campus Type: Naimisham Campus, Manasagangothri, Mysore-06	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	5
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	4
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Solar Panels installed in various blocks, functional borewells.

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	92
* Girls's hostel	1	259
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

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Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
443	442	445	433	410
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
156	136	131	127	135
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
158	151	160	150	151
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	58	59	57	58
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
101	65	65	65	65
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
945.85	1037.06	2355.35	2355.35	875.65
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The 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. Further, the guidelines and recommendations of the Rehabilitation Council of India are also followed.

The Annual calendar received from the University of Mysore by the Director, AIISH is routed to the various Heads of Departments/ Sections through the academic coordinator. Based on the subject specification requirement in the respective semester the Heads of the Dept. allocates the work to the faculty members for handling the various courses. This document is forwarded to the academic coordinator and IQAC who in turn consolidates and prepares a timetable for the respective semester and are approved by the Director. Subsequently, the same is circulated again to the faculties through their respective HOD's. The approved timetable is explicitly 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. In the event of any faculty, either superannuates/leaves the institute, heads of the department reallocates the work to other deserving faculty to ensure that students are not put to any untoward hardships.

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. The performance of the student as well as grading adheres as prescribed in the curriculum. During this 24weeks program, students are continuously assessed and students who perform poorly are also provided with an opportunity for a make-up examination.

Further, the institute ensures that the theory, practical, and any other academic issues are handled amicably. These issues are dealt with by the faculty nominated as *mentors*. All the academic activities related to the curriculum are monitored by the Academic Section of the institute for *effective implementation*.

Seminars, Symposiums, Conferences, and Workshops, etc are held frequently for self-development and to liaison/interact with interdisciplinary and multidisciplinary team members involved in the rehabilitation of persons with communication disorders. *ICT is built into every component of the academic activities* such as academic (smart classrooms, video-conferencing facilities), research (software and advanced statistical packages uploaded into the computerized network for multiple end-users including faculty, staff, and students), and clinical training of the students (computerized modules for assessment and rehabilitation).

Global and national demands are met by the active participation of faculty, staff, and students in international and national seminars and conferences.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

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

Response: 16.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	8	8	7	7

File Description	Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 165

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

Response: 165

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 6.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
62	78	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

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

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.

Human rights are the basic rights enjoyed by all. Institute makes sure that no violation of human rights takes place through awareness programs like Guest Lectures, Seminars, etc. The students at UG and PG level undergo a course on Administration and organization in Speech-Language Pathology and Audiology where the human rights values and ethics are inbuilt in the curriculum. Further in these courses not only the rights of general citizens but also rights and privileges of underprivileged and or disadvantage/persons with disabilities are taught in letter and spirit. AIISH also celebrates international day for Persons with disabilities on 3rd December to ensure the rights of persons with disabilities are maintained at the highest level. Students are oriented about their duties towards persons with disabilities and how to treat and promote the rights and inclusiveness of persons with disabilities.

Professional ethics are taught to students as part of their holistic development. The importance of group work and imbibing leadership is being taught. Moral and ethical values are an integral part of the education of the students. Faculty and clinical staff put their best efforts to groom students and make them a responsible citizen. Institute celebrates the day of Nation importance which imbibe the nation values in the students. Independence day, Republic day, Gandhi Jayanti, Teacher`s Day, International Yoga Day, etc. are celebrated to imbibe ethical and moral values among students. Further, in the curriculum at UG and PG levels in organization and planning, there is an exclusive chapter on Professional Ethics. The details of the bio-behavioral ethics and clinical code of conduct are also displayed on the institutional website.

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 4

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

Response: 4

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Links for additional information	View Document

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

Response: 20.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
120	133	91	103	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 90.97

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

Response: 443

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

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

Response: B. Any 4 of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 91.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	80	80	71	75

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

2019-20	2018-19	2017-18	2016-17	2015-16
85	85	85	85	85

File Description	Document
Institutional data in prescribed format	View Document
Link for Any other relevant information	View Document

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

Response: 88.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
166	169	160	150	150

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

2019-20	2018-19	2017-18	2016-17	2015-16
182	182	182	174	174

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 82.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
109	82	105	99	78

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for any relevant information	View Document

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**Response:** 10:1

File Description	Document
Institutional data in prescribed format (data Templates)	View Document

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

AIISH Gymkhana is a nominated, registered body, and is funded partially by the institute and partially by the contribution from the staff, 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 inter-collegiate 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 role in planning and executing the various activities.

The students provide their valuable input in these committees to improve the quality of the different 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. Students are also members of the Catering Committee, Transport Committee, Entertainment Committee Accommodation Committee, Stage Arrangement Committee, Scientific Committee for the various academic forums such as conferences, seminars, etc. 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	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

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

Response:

Experiential Learning

AIISH ensures the use of student-centric methodology such as experiential, participative learning, and problem-solving 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. This is achieved by giving class presentations where every student is given the opportunity to make a presentation on the various topics which he/she delivers in the class. This is inbuilt in the CBCS program. This helps 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. This dissertation helps the students to learn the etiques of research which in turn promotes their analytical and problem-solving skills.

Participative Learning is promoted through group discussions, small group exercises, assignments, case studies, clinical case presentations, and journal club presentations promoting the concept of the Interdisciplinary. To promote the problem-solving methodologies emphasis is given on critical thinking, creativity, and problem-solving skills among students using clinical case studies, discussions of unique strategies and techniques while handling various medico-legal clinical cases. Students under the guidance of mentors participate and present their research work in Regional, National, and International workshops, seminars, and conferences.

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. Learning through Extension Activities like Tree Plantation, Blood Donation, Swachh Bharat Abhiyan, Cleanliness Drive in and around Mysuru city, etc., this ensures the student not only to be professional in the Speech-Language Pathology and Audiology but also towards making them responsible citizens to make an impact in the society for the betterment of mankind.

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	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Link for additional information	View Document

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

Response:

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, Google quiz, MOOCS and e-learning technology, Multimedia Projectors, Public address system, Document camera, Computers, Mooc'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 wide range 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	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 43

File Description	Document
Institutional data in prescribed format	View Document
Link for any other information	View Document

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

Response:

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	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

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

Response: 80.3

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

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

Response: 75.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
44	45	43	41	33

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 13.13

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

Response: 591

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 1.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

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. The schedule for the assessment and pattern of assessment is informed to the students well in advance. The clinical assessment for C1, C2, and C3 is carried out based on 5 parameters that receive a different rating. These include Evaluation and assessment (3 Marks), Management (3 Marks), Maintenance of clinical documents (2 Marks), Interest Shown, involvement and Professionalism (2) for the BASLP program. 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	Document
Link for academic calendar	View Document
Link for any other relevant information	View Document
Link for dates of conduct of internal assessment examinations	View Document

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

Response:

There is complete transparency in the internal assessment. The criterion adopted is as directed by the 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 for the C1 the 8th Week, C2 the 16th Week, and communicated to the students well in advance. Evaluation is done by the course handling faculty members within three-five working days from the date of examination. 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. The end examination for the clinical practical is conducted with internal and external examiner appointed from the other colleges as decided by the University.

Further, by 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	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document

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

Response:

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. The schedule for the assessment and pattern of assessment is informed to the students well in advance. The clinical assessment for C1, C2, and C3 is carried out based on 5 parameters which receive a different rating. These include Evaluation and assessment (3 Marks), Management (3 Marks), Maintenance of clinical documents (2 Marks), Interest Shown, involvement, and Professionalism (2) for B. ASLP program. 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 in the internal assessment for all the students by the entire faculty.

There is complete transparency in the internal assessment. The criterion adopted is as directed by the 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 for the C1- the 8th Week, C2- the 16th Week and communicated to the students well in advance. Evaluation is done by the course handling faculty members within three-five working days from the date of examination. 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. The end examination for the clinical practice is conducted with internal and external examiner appointed from the other colleges as decided by the University.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files

1	View Document
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2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of

performance through:

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

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	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document

2.6.2 Incremental performance in Pass percentage of final year students in the last five years**Response:** 98.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
143	143	137	129	134

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

2019-20	2018-19	2017-18	2016-17	2015-16
146	144	139	132	136

File Description	Document
Trend analysis for the last five years in graphical form	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.**Response:****Programme Outcomes (POs) contain creating and developing among students' aptitude, skill, ability, capacity for:**

1. Employment
2. Research
3. Clinical
4. Critical thinking
5. Social Awareness and Interaction
6. Ethics and Responsible Citizenship and

7. Awareness of and Sensitivity to Environment and Sustainability, and
8. Women Empowerment and Inclusive Education

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) include producing among students:

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

Evaluation and the level of attainment:

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.

Regarding attainment and evaluation of (PSO& CO-II) the following details can be mentioned:

Institute has also introduced a self-financing scheme for the Undergraduate and Postgraduate programs. Syllabus revisions are regularly taken to integrate value-added courses across different programs.

Most departments 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	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

Response:

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 well-defined 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 social-emotional 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	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 31.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	19	17	16	15

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 35.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	17	12	31	9

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Link for Additional Information	View Document

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

governmental agencies during the last five years**Response:** 116

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	31	24	28	27

File Description	Document
Institutional data in prescribed format	View Document
Link for funding agencies websites	View Document
Link for Additional Information	View Document

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

AIISH has a dedicated and separate fund for the research known as "AIISH Research Fund". This fund was established in the year March 2001. The objectives of the fund are to promote multidisciplinary research in the area of speech, language and hearing. The faculty of the institute and other professionals make use of this scheme to increase, both the quantitative and the qualitative output of research. All the departments have State of the Art equipment such as Articulograph, Digital Swallowing Workstation, Neuroscan, high-end Ultrasound etc. which are on par with international standards and are used exclusively for research purposes. 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. The research projects at AIISH are funded by national and international agencies such as NCERT, Ministry of Health and Family Welfare, Department of Science and Technology, Dept. of Electronics, UNICEF, WHO, and Helpage International. The research grants received not only improves the output of research but also provides employment and creates a zeal in the young minds to take up research as a profession for the betterment of mankind. 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. Plagiarism is a growing menace in the academic world. In its attempt to curb the issue and promote the production of quality research papers and reports, the Institute launched this online Plagiarism Detection Service based on Turnitin, the world's most popular originality checking software. The service helps in determining the originality of research papers and reports prepared by the institute staff and students by

cross-checking the papers against the already published papers available online.

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. Further, AIISH also has an institutional ethics committee for Bio-Behavioral Research. 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 extra-mural 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 bio-behavioural biomarkers.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

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

Response: 168

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	36	39	46	28

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document

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

Response: 1.03

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

Response: 38

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

Response: 37

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

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

Response: 0

File Description	Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

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

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

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

Response: 60

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	17	11	8	10

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
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 Document

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
443	442	445	433	410

File Description	Document
Institutional data in prescribed format	View Document
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 Photographs or any supporting document in relevance	View Document
Link for additional information	View Document

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

Response:

The 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	Document
Link for e-copies of the award letters	View Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for any other relevant information	View Document

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

Response:

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 all-round development 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.

The main objectives of NSS are-

- 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 competence required for group lining and sharing of responsibilities.
5. Develop capacity to meet emergencies and natural disaster.

6. Practice national integration and social harmony.
7. Acquire leadership qualities and democratic attitudes.
8. Gain skills in mobilizing community participation.

The institute conducts an annual NSS Speech and Hearing camp in places where services of Speech and Hearing are not available. This camp is for 7 days which is funded by AIISH along with other organizations for carrying out the identification, assessment, treatment, certification and appropriate referral to the needy population. 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	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

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

Response: 2.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	05	04	04	00

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

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

Response: 23

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

Response: 23

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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. The students pursuing a Diploma in Hearing, Language, and Speech (DHLS) are placed in six centers across the country are taught on virtual classrooms through a video conferencing system with the real classes held at AIISH, Mysore.

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. There are fifteen special clinics and twenty-four laboratories. The special clinics include augmentative and alternative communication (AAC), autism spectrum disorders (ASD), clinical for adult and elderly persons with language disorders (CAEPLD), fluency, an implantable hearing device, learning disability, listening training (LT), motor speech disorders, neuropsychology, phonology, professional voice care (PVC), structural orofacial anomalies (U-SOFA), swallowing disorders, vertigo, voice clinic. The laboratories pertain to acoustic testing, speech physiology assessment using articulograph, audiology practical, central prosthetics, earmould lab, electrical, electrical brain imaging, electronics & instrumentation, electrophysiology, English language, epidemiology, fluency, forensic speech science and technology, hearing aid, human genetics, language science, neurophysiology, phonology, prosody, psychoacoustic, rehabilitation engineering, speech & language pathology, speech physiology, speech science and swallowing.

The special clinics and labs are spread across the departments and provide education and research opportunities for the students and research scholars.

Computers with internet access have been deployed in all the labs with a number of specialized software packages installed such as Aeroviews systems, Ultrasound imaging system, Ambulatory phonation monitor, Baraha 9.0, Captiva, Computerize speech lab (CSL), Dr. Speech, Electroglottography, Endovision system, E-Prime professional, eVEMP, Lingwaves, MATLAB 15, Nasometer, Neuroscan 64 channel EEG/ERP system, Nudi 4.0., Pulse Reflex Software, Pulse Sound & Vibration Analysis Software, RMS helios spirometer, Speech science lab (SSL), SPSS 21, Systematic analysis of language transcripts, Vaghmi (Diagnostics & Therapeutic), Videonystagmography, Workbench for semi-automatic speaker recognition, etc.

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	Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document

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

Response:

The institute 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. The sports activities of the Institute are coordinated by the AIISH Gymkhana established in the year 2004.

In the sports complex, the students have facilities for indoor games such as Carrom with a play area of 65.03 Sq.mts., Table Tennis with a play area of 65 Sq.mts., Badminton with a play area of 371.6 Sq.mts., Chess with a play area of 65.03 Sq.mts.

Also, there are facilities for outdoor games such as volleyball, football, throw ball and cricket and areas have been earmarked for all the outdoor games in the Institute playground which measures 2322.576 sq. Mts. and 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 measuring 30 x 35 ft, an Amphitheatre measuring 80 x 45 ft. and an indoor stage measuring 80 x 50 ft. 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. The infrastructures are over and above the stipulated guidelines prescribed by the Rehabilitation Council of India and adhere to the concept of disabled-friendly accessibility.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The main campus of the Institute spanning across an area of 30 acres. It is well-connected by road, rail, and airport. It is a *lush green campus with 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 differently-abled persons has been provided to all the Institute buildings through ramps and elevators. Hostel facility is available separately for girls and boys with spacious and ventilated rooms, dining halls, and recreation facilities. The two-storey ladies hostel in a built-up area of 55,175 Sqft with 60 single and 70 double rooms is located on the main campus. The gent's hostel has 40 single beds and 19 triple bedrooms and it is located at 'Panchavati', the second campus of the Institute, just 500 M away from the main campus. Regular shuttle service is provided between the main campus and boys hostel for the transport of students. The total built-up area of the gent's hostel is 40,028 Sqft. The five-acre Panchavati campus also houses a sports and recreation facility, playgrounds, and guesthouse for International faculty. The main campus also has a guesthouse with a/c and non-a/c rooms and VIP suites. The Institute banks with the Bank of Baroda and the main campus has a full-fledged bank branch with a 24X7 ATM facility. *The Manasagangotri post office is only 500 Meter away from the campus*. 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. Under the Jawaharlal Nehru National Solar Mission, Govt. of India, the Institute 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. Toilet facilities are available in all the main campus buildings including clinics, hostels, academics, and library. Facilities that specifically support disabled persons and small children are also available. 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. The campus roads are asphalted and are being maintained and repaired at regular intervals. The Institute is taking a variety of measures to keep the campus clean and plastic-free zone. It is actively participating in the Swachh Bharath Programme of the Govt. of India and carrying out special cleaning drives of the buildings, premises, and adjacent roads at regular intervals. Color-coded dust-bins are placed in various localities for waste segregation and organic composting and vermiform composting using biodegradable waste are used for gardening. Similarly, for preserving water, the Rain Water Harvesting facility is also available in the campus to preserve and recharge the groundwater.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

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

Response: 25.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
283.75	311.12	202.01	706.60	262.69

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

The 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. A few of them are listed below.

Diagnostic equipment: Electro Glottograph, Nasometer, RMS Helios 401 Spirometer, Facilitator hardware module 3500, Glatzel Nasal Mirror, CSL model 4500, Aeroview, Vaghmi, Dr. Speech, Ling Waves, Pierre hand Evaluation set for PT-OT, Stroboscopy & Rigid Laryngoscope, Diagnostic Dual Channel Audiometer with special testing Facility- GSI Audio Star Pro, Diagnostic Dual Channel Audiometer with VRA Facility-Inventis Piano, Diagnostic Dual Channel Audiometer with 4 sound field speaker Facility-AsteraII, Diagnostic Immittance meter with dual Probe facility –Otometrics Zodiac 901, Diagnostic Immittance meter with WBT – Interacoustic Titan, Diagnostic Immittance meter with Multi-Frequency Tympanometry – GSI Tympstar Pro, Diagnostic Immittance meter with RDT – Inventis Clarinet.

Clinical test tools: Receptive Expressive Emergent Language Scale, Receptive Expressive Emergent Language Test, 3 Dimensional language acquisition test, Scales of early communication skills for Hearing impaired children, Comprehensive Language Assessment Tool, Bankson Language Screening Test, Linguistic Profile Test, Northwestern Syntax Screening Test, Test for Reception of Grammar- Version 2, Peabody Picture Vocabulary Test- IV, Oral Language Acquisition Inventory, Developmental Indicators for the Assessment of Learning, Tool for Assessment of Communicative Competence, KPVT- A Screening Picture Vocabulary test in Kannada, Syntax Screening test in Tamil, Screening Test for Acquisition of Syntax, Modified Checklist for Autism in Toddlers, Childhood Autism Rating Scale, Autistic Behavior Composite Checklist and Profile, Children’s Acquired Aphasia Screening Test, Bedside Screening Test, Western Aphasia Battery, Revised token test, Boston Naming Test, Hundred Pictures Naming Test, Early reading skills, Reading Acquisition Profile, Reading Readiness Test, Gray’s Oral Reading Test, Bracken’s School Readiness Assessment, Graded Non-word Reading test, and Dyslexia adult screening Test.

Treatment equipment: Nasometer, RMS Helios 401 Spirometer, Facilitator hardware module 3500, Voice switch with phonation duration, DAF-1000, Visi pitch IV model 3950, CSL model 4500, Ling Waves, Digi Flex, Digi extend Finger Exerciser, Thera Band Progressive Hand trainer, Trampoline Small, Big, Wall bar, Parallel bar, Nirmal hand exerciser, Shoulder abduction ladder, Overhead sanding unit, Horizontal sanding table, Floor sitter, Support + walker, Bean Bags, Pyramid Round, Pyramid Square, Math Puzzle pegboard, Magnetic peg Board and Walker Scissors Gait Preventer.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

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

Response: 28397.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
23232	22037	22519	22469	23818

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

2019-20	2018-19	2017-18	2016-17	2015-16
5721	5062	5300	6346	5484

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 384.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
236	238	241	238	231

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

2019-20	2018-19	2017-18	2016-17	2015-16
160	160	149	135	133

File Description	Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: D. Any one of the above

File Description	Document
Institutional prescribed format	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

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.

The major features of the Book Magic are: (1) MARC 21 and Z39.50 compliant with ISO 2709 data interchange format, (2) Cataloguing of Digital Resources follow Dublin Core metadata format, (3) Automatic access to Library of Congress Online Catalogues and import of data, (4) Support data capturing devices like RFID, Barcode reader etc., (5) Generate and print barcode labels and tags for users and resource identification, (6) OPAC –with an option for viewing the status of renewals and reservation of resources, (7) Search fields include Title, Authors, Collaborators, Edition details, Publication, Physical details, GMD, ISBN, Keywords, Contents, Series, Subjects, Topics, Language, Accession number, Classification, Suffix, Location, Loan category, Accession date, Supplier, and price, (8) Database include that of books, book banks, journal articles, back volumes, thesis, reports, standard codes, non-book materials etc., (9) Import and Export of data in various formats, (10) Easy Digital Archiving, (11) Conform to Scholastic events, routines and regulations, (12) Periodicals control –Ordering, receiving, missing reports, payment control, renewing- bound volume preparation –searching periodical article by keyword, (13) Library services utilities – New arrivals report. CAS, SDI etc., (14) Membership control - Due and overdue information, Automatic and manual backup and restore for Client-server application and (15) Multi-level security options, (16) Extensive reporting facility in all modules and (17) Automatic Gate Register which provides statistics on patron visit. The library infrastructure is over and above the requirement as specified by the Rehabilitation Council of India.

- Nature and extent of automation (full or partial): Full
- Year of commencement of automation: 2010
- Year of completion of automation: 2011

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

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

Response:

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 described below.

1. **Print books:** The library holds more than 21,000 print books related to the domain of audiology, speech-language pathology, and allied areas. The library also has a collection of general books.
2. **Journals:** Both non-profit organizations and commercial establishments are involved in publishing journals on communication disorders. On average, the library directly subscribes to 100 journals

per year. Besides, we are also getting more than 200 journals in various medical sciences specialties as a part of the ERMED consortium of the Ministry of Health and Family Welfare, Govt. of India. In addition, thousands of journals in various disciplines including health sciences are available as a part of the National Library and Information Services Infrastructure for Scholarly Content (NLIST) service of the Ministry of Human Resource Development, Govt. of India. Wherever available, the journals are subscribed in electronic format.

3. **E-books:** Totally, there are 176 e-books on various topics in communication disorders directly purchased by the Institute. In addition, we are getting lakhs of e-books in various disciplines as a part of the NLIST service.
4. **Online databases:** We are subscribing to three important databases related to the field: Comdisdome and LLBA published by M/s Proquest
5. **Bound Volumes of Print Journals and Online archives:** The library has a valuable collection of more than 4,000 volumes of print journals. Also, we have purchased online archives of the 32 core journals on communication disorders.
6. **Theses & Dissertations:** The library has a collection of more than 2000 reports of postgraduate, doctoral, and post-doctoral research and funded research carried out at the Institute. These reports are available in digital format on the Institutional repository of the Institute.
7. **Rare collection and reports:** The library has a rare collection of health-related documents and reports with special reference to communication disorders. Also, there is a collection of ancient books in Kannada
8. **Standards:** We have a collection of international and national standards published by organizations like IEEE, ISO, BSI on communications devices, hearing aids, audiometric equipment, and ear protectors.

Indian Publications: 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	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed sormat	View Document

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

Response: 103.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
22.18	125.73	124.10	108.03	135.38

File Description	Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

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

Response:

The Library and Information Centre has adequate facilities for in-person and remote access usage of resources and services. It is functioning in a 3-floor building having a plinth area of 26,000 sq. ft. The reading halls with well-equipped furniture, ventilation, lighting, wireless hotspots, and other facilities have the seating capacity to accommodate 150 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, 5109 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 till the middle of the preceding year. The EZ Proxy was then replaced with RemoteXS, a sophisticated tool developed by Eclat Engineering, Ahmedabad, in November 2020. There were 84 user logins and 531 MB data usage through the RemoteXS remote login tool from November 2020 to March 2021. Online services like anti-plagiarism using Turnitin, Grammarly writing support, and National Library and Information Services Infrastructure for Scholarly Content (N-LIST) are also made available in remote access mode through user-name and password. Besides, the Institute digital repository built and maintained by the

library is made available in open access for anyone worldwide by self-registering with a user name and password. The library runs its own website, and all the electronic resources are made available through the site. The remote access usage of the library is mainly monitored using the website hits received. Totally, there were 87098 hits for the site during the preceding year.

The library conducts orientation and training programs for the users regularly. Two workshops on how to use the Library and Information Centre's electronic information resources were conducted during the preceding year. The topics covered include types of e-resources, access modes, and information search techniques. The first-year PG and UG students attended the programmes. Another comprehensive workshop covering the topics, academic integrity, plagiarism, and reference management system was planned for the students, researchers, and staff of the Institute in the last week of March. However, it was postponed and conducted as a webinar in September 2020 due to the pandemic outbreak. The functioning of the library is monitored by a Library Committee headed by a senior faculty.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for any other relevant information	View Document

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

Response: None of the above

File Description	Document
Institutional data in prescribed format	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

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

Response: 100

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

Response: 9

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

Response: 9

File Description	Document
Institutional data in prescribed format	View Document
Links to additional information	View Document

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

Response:

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	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 46.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
647	701	506	515	469

File Description	Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

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

Response:

The Institute 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. The Caretaker is also responsible for carrying out the minor civil repair works including sanitation and carpentry. The garden maintenance is carried out by 16 garden staff under the supervision of the Assistant Horticulture Officer.

Maintenance of Equipment: The Department of Electronics maintains and upkeeps the electrical, electronic, and IT infrastructure facilities and equipment of the institution. The Electronic Engineers, Computer Engineers, and Technical officers of the Department maintain the personal computer systems, networking gadgets, and server computers, manage the electrical fittings and fixtures and similar items.

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. Objective calibration of audiological equipment and equipment used for noise measurement is carried out as and when the need arises and on average such calibration is carried out not less than 6 months/one year. Some of the equipment used to measure different parameters of speech in the Department of Speech-Language Sciences, Speech-Language Pathology, and Department of Clinical Services are calibrated.

Maintenance of Civil Structures: The institute has an engineering section comprising of an Assistant Executive Engineer on a deputation basis, regular staff occupying the positions of Assistant Engineer, Junior Engineer, and Care Taker to attend to and carry out the minor new construction works and repair/maintenance of civil structures.

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. The elevators operating in different buildings of the institution are maintained by awarding the AMC to the concerned manufacturer of the elevators.

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.

Maintenance of laboratories, sports facilities, and classrooms: The physical maintenance of the laboratories, sports facilities, and classrooms is carried out by the housekeeping staff under the supervision and as per the instruction of the officer-in-charge of the facility.

Maintenance of Library: The physical maintenance of the library such as dusting and cleaning are carried out by the dedicated housekeeping staff at regular intervals.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 100

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
443	442	445	433	410

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document
Link for additional information	View Document

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

Response: 0

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

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

Response:

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.

GUIDELINES FOR ADMISSION OF FOREIGN/INTERNATIONAL STUDENTS

1. Should be an international student (Foreign Students/Non-Residents Indians (NRI))
2. For foreign students, a student visa is mandatory (for NRI, not a mandatory option).
3. 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.

ELIGIBILITY: Foreign citizens, Person of Indian Origin (PIO) Card Holders, Overseas Citizen of India (OCI), Non- Resident Indian (NRI), and NRI-sponsored candidates (sponsored by NRI parents OR brother/sister of parents* OR brother/sister of the candidate* OR grandparents of the candidate*OR spouse of the candidate*). The sponsor must be a foreign national or hold NRI status Only those students who have qualified from foreign universities or Boards of Higher Education recognized as equivalent by the 'Association of Indian Universities (AIU) are eligible for admission

Selection is made on the basis of marks in the science subjects in the qualifying examination, subject to meeting eligibility requirements and equivalence criteria of the University of Mysore. Candidates who appeared for qualifying examination outside India are considered only under the Foreign category and will not be entertained for Entrance Examination mode.

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.

Students understanding of feedback mechanisms

It includes the responses of students to the need for feedback mechanisms in institutions. Participants vehemently felt that 'Students' views matter, or should matter because they have the highest stakes in the entire process. They also felt that 'Feedback should be taken from students on their needs, aims, and aspirations. Students should also be encouraged to give their feedback on important developments in society that affect their lives or agitate their minds. It was quite surprising that students viewed the matter in a holistic manner and even felt that integrity on both sides is the pre-acquisition of meaningful feedback. While students should be true to themselves, teachers/administrators should be open-minded and democratic. Both sides should honestly believe in constructive criticism'. From the various responses received it is evident that students would be able to give substantial input to the management of an institution through the feedback system.

File Description	Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

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

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years
(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil

Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	5	2	3	2

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	5	2	3	2

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 48.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	66	66	65	65

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 23.08

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

Response: 36

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

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

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student

representation in academic & administrative bodies/ committees of the Institution**Response:**

AIISH Gymkhana 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 inter-collegiate 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. 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. Students are also members of the Catering Committee, Transport Committee, Entertainment Committee Accommodation Committee, Stage Arrangement Committee, Scientific Committee for the various academic forums such as conferences, seminars, etc. 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	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years**Response:** 10.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	8	7	7	5

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

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

Response:

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 140 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).

The funds received are distributed for the education of such students who have financial constraints. The office-bearers of the **AIISH Alumni Association** decide and sanction interest-free loans to deserving students, for the purpose of education. No security is required except a declaration, and no interest is charged. The recipients are required to fill up an application which is verified by the office bearers of the AAA and based on their recommendation student/s are selected to receive the interest-free loan. This interest-free loan is directly deposited in the AIISH Mysore account to cover the tuition fee for a specific academic year. Such recipients are required to pay back the amount in a maximum of 60 monthly installments after getting a job. The AAA oversees the overall activities of the association for its smooth functioning.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document

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

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

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision and Mission of AIISH

***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 education, original research, clinical services, and public awareness in the field of communication disorders.

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 and applied research in speech, language, and hearing, Clinical services to persons with communication disorders, Education to the public on issues related to communication disorders. Management, staff, and student of the institute are committed to making AIISH a ‘World Class Centre’ in the field of Speech-Language Pathology and Audiology leading to stakeholder’s satisfaction. 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 freedom, flexibility and policies followed by the Institute in terms of academic, clinical, research, and public education towards achieving individual and institutional excellence has been deeply acknowledged by the stakeholders.

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. Institute provides and promotes an inspirational learning environment fostering a spirit of inquisitiveness and scientific inquiry under a distinguished team of researchers, academicians, clinicians, leaders, and mentors.

In a nutshell, the leadership of the institute is committed to providing an inclusive, democratic, and participative style of governance with a view to generating quality manpower which can make a difference in the lives of persons with communication disorders.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

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

Response:

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 meetings of the various committees. Bodies and councils of the institute are held at a regular interval and minutes/ proceedings are recorded. 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. Further, there are periodic meetings of the heads of the departments, section heads, and administrative sections headed by the Director to ensure smooth coordination between the departments and also to resolve issues if any that crop up in the day-to-day management. Besides this, the Academic section and the staff of the administration section interact with the Director on a day-to-day 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	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

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	Document
Link for organisational structure	View Document
Link for strategic Plan document(s)	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institute is pro-active in recruitment and promotions of teaching, clinical, technical, and non-teaching staff through duly constituted 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 non-faculty, promotional avenues are available subject to the availability of vacancies through *DPCs*.

The other welfare measurement schemes as per the Government of India regulations applicable to central government employees include Medical reimbursement, school fee reimbursement, LTC, vehicle loan, children education allowance, Child Care Leave for women employees, etc. Further, welfare measures through AIISH Gymkhana are also provided which includes:

1. Vidya Vikas scheme where school bags and stationery items are given to the children of the staff and faculty.
2. Felicitation of staff and faculty who have completed 25 years of service in the institute.
3. Interest-free loans for staff through Staff and Student welfare funds.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 38.76

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	20	29	23	16

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	0	2	2

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 13.81

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other

course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	24	4	6	6

File Description	Document
Institutional data in prescribed format	View Document
Link to additional information	View Document
Link of AQARs for the last five years	View Document

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

Response:

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 guidelines and terms of reference for the annual performance appraisal reports (APAR) are attached. (2014-19)

The APAR includes six domains for the assessment of teaching and technical staff these include - Pen Picture, Integrity, 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. Numerical grading is awarded by the reporting and reviewing / accepting officer for the quality of work in various domains.

Faculty evaluation by students is conducted. Faculty meetings are held frequently to discuss various issues. Departmental meetings are also conducted frequently. 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	Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

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 projects, hostel fee from students, staff quarters, endowment and donations, guest house and kuteera, noise audit, sale of various products and application form for various courses. 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 for establishment charges, water electricity, fuel charges, telephone, workshop, seminar, and other 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. Capital investments are made for creating facilities for indoor and outdoor games and sports for staff and students.

Capital expenditure on physical facilities, equipment, instruments, vehicles, and other requirements are budgeted as per the requirements of regulatory bodies, teaching-learning, training research activities, and service delivery. Judicious budget estimates are made keeping in mind the future growth and development of the institute.

The institutional mechanism to monitor the effective and efficient use of available financial resources includes the following :

Weekly financial statements, monthly salary statements, purchase committee meetings, quarterly statements of purchase, monthly meetings of building works committee, etc are prepared. 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 e-marketplace (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	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

As envisaged under bye-law No. 29(ii) of the Memorandum of Association, Rules and Regulations and bye-laws 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 receipt, payments, and the annual audited statement is an important document for preparing the budget estimates and revised estimate for the succeeding financial year. 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	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

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

Response: 30916.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
6322	5935.29	8611.29	5137.40	4910.23

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

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	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 85.67

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
45	64	25	49	52

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	1	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

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

Response:

As per UNICEF, gender equity means men and women, girls and boys enjoy the same rights, resources, opportunities, and protections i.e. fairness of treatment for men and women according to their respective needs and demands. 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 with fairness. Both the genders are weighed for their performance based on the same APAR system and grading system. 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. Equal opportunities are provided for both genders for coordinating various activities conducted through different committees which are formed for the smooth running of the institute. The institute has got an anti-sexual 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	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

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

Response:

The Govt. of India has contemplated under sections 68 and 25 of the environment act 1986, has laid down the biomedical waste management and handling rules, 1998. Taking serious consideration of this matter, the institute has adopted a strict policy for managing all types of wastes. The Bio-medical waste generated at the campus is being disposed of in association with an agency approved by KPCB (Institute has an MOU with the company). Before being handed over to the outside personnel 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: Catheter tubing, ampoules, discarded glass, Cytotoxic waste.

The general waste at the residential area of the campus is disposed of by Housekeeping staff monitored by the Engineering Section personnel. Efforts are also being made to have a dedicated E-Waste Management system and effective handling of any hazardous chemicals.

The various measures for various waste management are as given below:

- **Solid waste management:** The solid waste generated from the institute is segregated at the source. The degradable waste is being used to prepare manure. The collected non-degradable waste is sent to the treatment plants of Mysuru City Corporation.
- **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.
- **E-waste 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	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response:

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. The NSS conducts special coaching classes for the students to overcome any academic issues and also for learning Kannada.

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.

Promote a positive classroom climate, the classes conducted through face to face or through virtual mode where students’ engagement and learning is emphasized. On the first day of the class a welcoming atmosphere for all the students, no matters their ethnicity, social-economic background, or educational preparedness.

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	Document
Link for any other relevant information/documents	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Link for additional information	View Document
Web link of the code of conduct	View Document

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

Response:

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, International Women's Day on 8th March, Teachers day on 5th September, etc. In addition, International Yoga day is also observed at the Institute.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice No. 1:

Title of the Practice: Hearing Aid Dispensing

Objectives of the Practice: At AIISH department of Audiology has been successfully running a hearing aid dispensing scheme since 2006-07.

The Context: Through this scheme, persons with hearing loss can procure the prescribed hearing aids at a discounted rate which are being dispensed to the needy population. These hearing aids include devices other than those dispensed by the Government of India under the ADIP scheme.

The Practice: A number of hearing devices including different types and models of hearing aids and Assistive Listening Devices (ALD) are available for trial. Usually, hearing aids are prescribed to those who do not benefit from a medical line of treatment. The hearing aids prescribed include body level and ear level (Behind-the-ear, spectacle, in-the-ear, receiver-in-the-canal hearing aids, in-the-canal & completely-in-the-canal hearing aids) devices. Conventional and digital hearing aids are available for testing clients. Specific evaluations are carried out to assess the benefit of hearing devices in order to select the most appropriate device for the client. For eligible clients, body-level hearing aids are provided free of cost or at a subsidized rate under the scheme of Assistance to disabled persons for purchase/fitting of aids/appliances. ALDs help persons with hearing impairment to obtain additional information in situations where a hearing aid alone may not be sufficient.

Evidence of Success: This fund has been quite successful and is viewed as one of the best clinical role models in India. Under this scheme, persons from all socioeconomic status are availing of hearing aids at a very subsidized rate. This scheme is in consonance with the medical scheme of the Government of India titled the Jan Aushadhi Scheme. This scheme of AIISH has resulted in cutting down the cost of hearing aids by more than 30 %. Thus, resulting in better affordability and accessibility of hearing aids to persons with hearing loss.

Problems Encountered and Resources Required: The main problem faced in this scheme is that some of the Hearing Aid companies have not signed an agreement with AIISH to provide hearing aids at subsidized rates. This is mainly due to either the policy of the company or the policy of AIISH in terms of flexibility and reaching to them.

Best Practice No. 2:

Title of the Practice: Outreach Service Centers

Objectives of the Practice: To reach the unreached across the country as to make services accessible and affordable to one and all.

The clinical activities are not only restricted to in and around Mysore but also extended to rural areas where facilities for clinical services for persons with communication disorders. Eight OSCs have been initiated to meet the objective of extending the services of the institute to rural areas. These are functioning as a well-equipped unit in taluk level/PHCs/CHCs for screening, diagnostics, and therapeutic services for persons with communication disorders.

8 Out-reach Service Centres at Primary Health Centre/Community Health Centre/Taluk (Nanjangud, K. R. Pete, Sarguru, Sagara, Gulbarga, Kodagu, K R Nagar & Belagavi) and 14 NBS centers (Ajmer, Bhagalpur, Cuttack, Imphal, Jabalpur, Lucknow, Puducherry, Ranchi, Sarguru, Shimla, Delhi, Mumbai, Patna, & Kolar). These OSCs carry out the following activities.

New-born screening for communication disorders:

It is the first step towards ensuring babies' ability to effectively communicate. All the new-born/infants must undergo communication screening within 1 month of age, so that early identification and rehabilitation can be provided, if at risk, and facilitate better communication skills. Newborn/infant screening is carried out in 19 hospitals in and around Mysuru.

Screening of Pre-school/School Children for communication disorders:

Apart from newborns, the department also focuses on school children at various levels such as preschool, primary, secondary and higher secondary in order to monitor typical communication development and also to prevent the occurrence of communication disorders in children. School children are screened for any congenital or acquired hearing impairment and developmental or acquired speech and language disorders, reading and writing disorders (learning disability), and phonological skills during the developmental period.

Hearing screening for Industrial Workers:

Screening the hearing of industrial employees working in industries with potential noise-induced hazards for hearing is carried out regularly. Programs in this direction focus on screening the hearing of employees for the presence of noise-induced hearing loss. It also involves educating the employers and employees about the ill-effects of noise in general on hearing through orientation and sensitization programs, suggesting ways for conservation of hearing and protection of the ears through use of a variety of ear protective devices, etc. A Follow-up diagnostic evaluation of every employee at risk for noise-induced hearing loss or for hearing loss developed due to exposure to noise is carried out at the institute whenever required.

Tele newborn screening services:

Even though various screening programs were actively carried out in identifying the risk for communication disorders, it is incomplete without the actual diagnosis and it does not serve the purpose of our objectives. Hence, all the individuals who were identified as at-risk for communication disorders through screening tests are referred to AIISH for detailed evaluation. Appropriate management strategies are also recommended for early rehabilitation.

Camp for identification of communication disorders:

Camps are conducted at various places within Karnataka and other states of the country to cater to the needs of persons with communication disorders. Campsite is based on the requisition from any organization, sponsored by NGOs and state and/or district government agencies.

Bedside screening for cognitive, communicative, and swallowing disorders:

The Department of Prevention of Communication Disorders (POCD) had initiated a new program that allows for bedside assessment and intervention in adults undergoing acute care for any neurological or head and neck surgery conditions which are known to lead to speech, language, cognitive, and swallowing impairments. It enables early identification of speech, language, cognitive, communicative, and swallowing issues in the adult population to identify these problems using standardized protocols. Those who fail the screening are provided with bedside intervention guidelines and are referred for a detailed assessment to AIISH.

File Description	Document
Link for any other relevant information	View Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

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 started with one post-graduate program and now offers many courses including one Certificate course, 3 Diploma programs 2 undergraduate PG Diploma programs, 3 post-graduate courses along with PhD programs and Post-Doctoral Fellowships.

Situated in 32 acres adjacent to the University of Mysore in Manasagangothri, Mysore, it is a unique institute in the Asian sub-continent which houses eleven departments having state-of-the-art facilities to offer inter-disciplinary research and training to the students, Ladies hostel, Administrative, Academic, Clinical buildings and the Knowledge park along with a well equipped Library and Information Centre. There are two additional campuses – one is named Panchvati and the other newly endowed campus is at Varuna, Mysuru. The Panchvati campus accommodates the Gents hostel and AIISH Gymkhana wherein, the foundation for a multistoried building for accommodating patients has also been laid, and the institute is advancing well to build the new campus at Varuna.

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 socially meaningful approach is possible by grooming the students, the future caregivers by exposing them to the principles of spirituality. Institute imparts quality education by use of innovative and best practices the learning is more interactive and meaningful. There is an emphasis on vertical and horizontal integration by promoting a holistic way of learning and teaching. 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. This institute has been a lead institute in nurturing the field of Speech and Hearing. The name of the institute is sinuous with the profession and has been generating manpower, providing clinical services, conducting research, public education programs, and leadership on par with international standards. Institute is not only looking at the public, but also by the policymaker for providing services and farming policies for persons with speech, language, and hearing disorders.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web page in the institutional website	View Document

8.Allied Health Sciences Part

8.1 Allied Health Sciences Indicator

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

Response:

The All India Institute of Speech and Hearing (AIISH) is a premier Institute offering programmes related to communication disorders. AIISH was established in the year 1966, fully funded by the Ministry of Health and Family Welfare, Government of India. 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 sub-continent. 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.

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, thus hundred per cent of the programme, are approved by RCI. All the UG, PG and Doctoral programmes are approved by the University of Mysore.

File Description	Document
Links for Details of the programs/courses offered during the last 5 years	View Document
Links for Minutes of relevant Academic Council/ BOS meetings	View Document

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

Response:

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. The institute attracts students from all over India and abroad. 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. Multi-disciplinary 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 tele-intervention 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. The institute also facilitates specialized clinical services through its special units or special clinics such as Augmentative and Alternative Communication (AAC) Unit, Autism Spectrum Disorders (ASD) Unit, Clinic for Adult and Elderly Persons with Language Disorders (CAEPLD), Dysphasia Unit, Fluency Unit, Implantable Hearing Devices Unit, Learning Disability Clinic, Listening Training (LT) Unit, Motor Speech Disorders Unit, Neuropsychology Unit, Professional Voice Care (PVC) Unit, Structural Orofacial Anomalies (U- SOFA) Unit, Vertigo Clinic, and Voice Clinic. Diagnostic and therapeutic services on communication disorders are also provided through the five existing newborn screening centers and Outreach Service Centers (OSCs). OSCs of the institute located in Sub-divisional Taluk Hospital, Sagara; Community Health Center (CHC), Hullahalli; Primary Health Centre (PHC), Akkihebbalu; Primary Health Centre (PHC), Gumballi; and Vivekananda Memorial Hospital (VMH), Sarguru.

File Description	Document
Links for Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Link to hospital records / Clinical / Equipment/ Instruments and Laboratory Learning Resources / Hospital Management Information System	View Document

Other Upload Files	
1	View Document

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

Response:

The “Rights of Persons with Disabilities “Act was unanimously passed by the Parliament of India on 27th December 2016 (RPWD?2016) and became operational from 19th April 2017 onwards. With its base on the United Nations Convention for Rights of Persons of the Disability, the RPWD?2016 supports a comprehensive approach to disability. The International Classification of Functions is the cynosure of RPWD?2016and 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 (Section1D, RPWD 2016). Persons with Speech, Language, and Hearing disabilities are legitimately placed under the protection of “Language Disability” of RPWD 2016for 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	Document
Any additional information	View Document
Link for Additional Information	View Document
Links for Details of disability certificates issued in the last 5 years	View Document

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

Response:

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. Assistive devices are given to PwDs with an aim to improve their independent functioning and to arrest the extent of disability and occurrence of secondary disability. 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. For eligible clients, body-level hearing aids are provided free of cost or at a subsidized rate under the scheme of Assistance to disabled persons for purchase/fitting of aids/appliances (ADIP scheme). ALDs help persons with hearing impairment to obtain additional information in situations where a hearing aid alone may not be sufficient. 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	Document
Link for Additional Information	View Document
Links for Year-wise list of beneficiaries under different schemes during the last 5 years	View Document

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

Response:

The 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	Document
Links for E-copies of approval letters from the Regulatory Bodies	View Document
Link for Additional Information	View Document

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

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

Response: A. All of the above

File Description	Document
List of Diagnostic, treatment, clinical tests and research equipment available in the College	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response:

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-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.

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.

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. Differential diagnosis of various Speech-Language and Hearing problems is done based on the results of a battery of tests using state-of-the-art equipment. In addition, tests are available for evaluation of Aphasia, Dysarthria, Learning disability, Autism, Cleft lip and palate, voice disorders, fluency disorder, tinnitus, hyperacusis, cochlear dead regions, auditory dys-synchrony, and central auditory processing disorder (CAPD). Using objective tests, responses to Speech-Language and auditory stimuli can be obtained without a voluntary response from the individual. The objective tests used include Immittance evaluation, measurement of Oto Acoustic Emissions (OAE), measurement of Auditory Evoked Potentials (AEP), and Auditory Steady-State Responses (ASSR), FEES, Stroboscopic, EGG, Nasometry, etc. After the Speech-Language and Hearing assessment, appropriate referrals or rehabilitative procedures are recommended.

d. Therapeutic services on an individual and/or group basis for the short/long term are provided. These include,

- Language therapy for persons with hearing impairment, specific language impairment, mental retardation, cerebral palsy, autism spectrum disorders, aphasia etc.
- Reading and writing remediation program for persons with a learning disability.
- Articulation therapy for persons with misarticulation, cleft lip and palate, dysarthria
- Voice therapy for persons with voice problems.
- Fluency therapy for persons with stuttering, cluttering, etc.
- Physiotherapy for persons with neuro-motor problems.
- Occupational therapy and sensory integration for individuals with neuromotor problems.
- Augmentative and Alternative Communication training for persons who use limited verbal modality.
- Guidance through correspondence for the needy stakeholders.

Special clinics/units

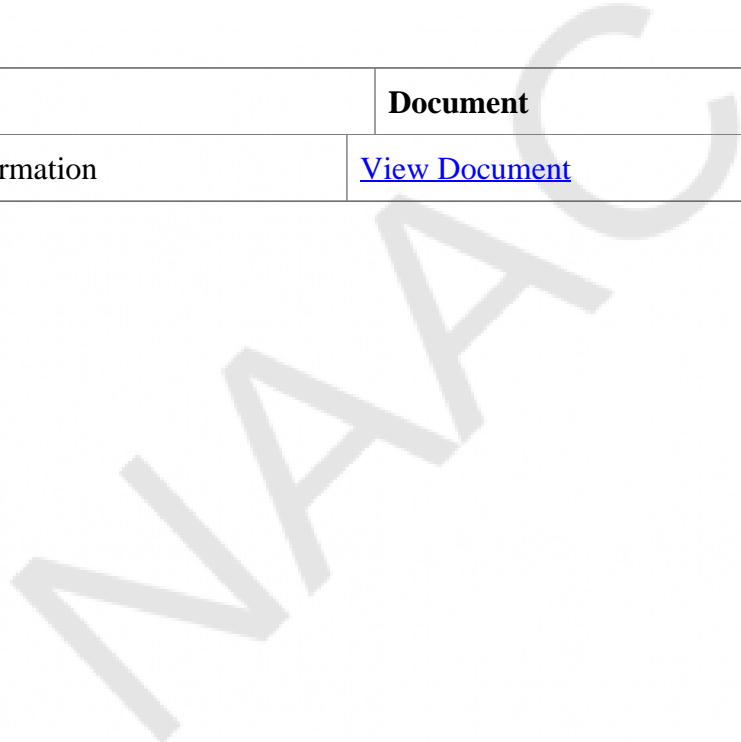
Clinics are exclusively established with a focus on comprehensive assessment and management of persons with communication disorders. They include.

- Augmentative and Alternative Communication Unit
- Autism Spectrum Disorders Unit
- Clinic for Adult and Elderly Persons with Language Disorders
- Fluency unit

- Learning Disability Clinic
- Listening Training Unit
- Phonology Clinic
- Special Clinic for Motor Speech Disorders
- Unit for Structural Orofacial Anomalies
- Voice Clinic
- FAAR
- Swallowing Disorders Laboratory / Dysphagia Unit

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.

File Description	Document
Link for Additional Information	View Document



5. CONCLUSION

Additional Information :

The Hon'ble Minister for Health and Family Welfare, Govt. of India, New Delhi accorded administrative approval for the Up-gradation of the Institute as Centre of Excellence in the field of Communication Disorders at a total cost of Rs.137crore (for Infrastructure, Staff and Equipments) on 18th July, 2013.

Salient features:

The building is housed in G + 3 floors with a basement for 2/4 wheeler parking space.
The building consists of the following units:

- Center for hearing sciences
- Center for Hearing impairment in children, Adults and senior citizens
- Center for persons with swallowing disorders
- Center for persons with tinnitus and vestibular disorders
- Center for speech and language disorders in children, Adults and senior citizens
- Center for Speech and Language Sciences
- Center for AAC and sign language
- Center for prevention of communication disorders and epidemiological research and cognitive behavioral sciences in communication disorders
- Centre for Informatics and Patents and Rehabilitation engineering, Acoustics & Biomedical engineering (CRAB)
- Center for Surgical Rehabilitation of communication disorders
- Publication wing
- Center for public education in communication disorders

Current Status: The Building is ready for occupation

Concluding Remarks :

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. Perspective plan document was developed in consultation with the all the Heads of Departments/Sections. The document was discussed deliberate it before being approved. The institute monitors the academic, clinical, research and administrative activities through various authorities at different levels.

The institute has various boards/ bodies which are constituted as per the bye-laws of the institute and keeping in mind the organizational hierarchy of the institute. These committees are represented by both internal and external professionals of academic, research, clinical and administration eminence and excellence. Regular meetings are conducted; all the statuses are notified with advice interactions and recommendations of the

committees and approval from the executive council. Adequate administrative setup is established for effective and efficient governance and management. Recruitment committees are formed for the recruitment and promotion of faculty, technical and non technical staff as per the requirements of the regulatory bodies and also keeping in mind the additional staff are required for services delivery, community outreach services and research programs. Status for service and conduct rules are as per the stipulated guidelines issued by the Government of India time to time.

NAAC