



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH

**KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH JN MEDICAL
COLLEGE CAMPUS NEHRU NAGAR**

590010

www.kledeemeduniversity.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The KLE Academy of Higher Education and Research (KAHER), Deemed-to-be-University is one of the premier Health Science Education Institutions in the country imparting high quality health professions education at all levels (UG/PG/Post-doctoral). There are nine constituent units under its ambit. The institution is known for its academic excellence, robust teaching-learning practices, high impact collaborative, community based research with significant outcomes. The prime focus of the Institution has been quality sustenance with specific future plans for quality enhancement in all fields and especially in academics and research.

The Institution inherits rich and long legacy of sponsoring KLE Society, a global destination in health care and education. A byword in India's Educational spectrum, KLE's success story of nearly ten decades speaks volumes of the dedication and commitment of thousands of people in 270+ institutions that are offering education in various fields.

The Institution offers 150 programs, with 771 faculty imparting education. Strict adherence to discipline, ICT enabled teaching, automated transparent examination system have made teaching-learning and assessment process robust.

The Institution has been able to develop contemporary infrastructure. Its teaching hospital offers all broad and super-specialty services under one roof. Recently, the Institution has commissioned hi-tech, hi-fidelity clinical skills lab and simulation centre, smart class-rooms, recording studio and strengthened its ICT infrastructure. All these have made learning experiences meaningful and interesting.

The Institution has laid strong research foundation with more than 230 MoUs for joint research projects. The faculty in last five years have around 3000 publications, 38 patents / technology transfers in 2015-2019 to its credit.

The Institution has made a strategic collaboration with Thomas Jefferson University that includes establishment of India Centre in TJU. Community based research at 'Research Unit' has put us on global map. Its outcome resulted in policy formation of WHO and Government of India. It is unique in being coveted as "WHO Collaborating Centre." The AYUSH has recognised Central Research Facility in Ayurveda College.

The amenities within the campus provide for academic, professional and cultural support have brought the campus to life and has made it an experience worth remembering for every stakeholder of the Institution.

Vision

"To be an outstanding University of excellence ever in pursuit of newer horizons - To build self-reliant global citizens through assured quality educational programmes"

Mission

- To promote sustainable development of higher education consistent with statutory and regulatory requirements.
- To plan and continuously provide necessary infrastructure, learning resources required for quality education and innovations.
- To stimulate and to extend the frontiers of knowledge, through faculty development and continuing education programmes.
- To make research a significant activity involving staff, students and society.
- To promote industry / organization, interaction/collaborations with regional national / international bodies.
- To establish healthy systems for communication among all stake-holders for vision oriented-growth.
- To fulfil the national obligation through rural health mission.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Multi-faculty Health Sciences University having all faculties in one campus.
- Well-qualified, experienced, committed and caring faculty, over and above the requirements of regulatory councils.
- Excellent infrastructure, class-rooms, laboratories, library, administrative blocks, hostels, quarters with other amenities in campus, providing good educational environment.
- State-of-art, modern, teaching hospitals with all diagnostic and therapeutic facilities with adequate clinical workload for excellent student experiences.
- Robust Teaching-Learning Practices, Strict Discipline on campus, adherence to Annual Academic Calendar, Feed-back and grievances redressal mechanism.
- Use of technology in education.
- Thrust on Research, Publications, Collaborations and funded projects.
- Recognition as WHO Collaboration Centre for Maternal and Newborn Health.
- Excellence in field work, community-based extension and outreach activities leading to awards and recognitions.
- Decentralized participative administration and e-governance.
- Faculty Development initiatives, establishment of UDEHP, Director, Academic Affairs.
- Strong student support activities and ample opportunities for extra and co-curricular activities.
- Accreditation by other bodies like NBA, NABH, NABL, NIRF, FERCAP, etc

Institutional Weakness

- Publications in high impact journals
- Delay in release of funds for research work from Government agencies.
- Limitation of resources (self-financing Institution).
- Sustaining faculty motivation

Institutional Opportunity

- Capacity building in research.

- Involvement of all departments in research and generating funded projects and optimally utilizing the research infrastructure.
- To attract international students and faculty.
- To develop 'centers of excellence'
- Augment and utilize hospital services and facilities for medical tourism.
- Multi-disciplinary and inter-professional education and research.
- Dual degree programs (Academic and Research) in collaboration with national and international Universities / institutions / organizations with which University has MoUs.

Institutional Challenge

- Rigid regulatory frame work with minimum flexibility and frequently changing regulatory guidelines.
- Fulfilling the increasing demands of Hospital services in terms of infrastructures, equipment and training of faculty.
- To sustain and enhance clinical workload (particularly in the backdrop of COVID pandemic).
- Retention of faculty at junior level (Assistant Professor, Tutors, SRs)
- To meet the growing expectations of stakeholders (students / parents / patients, etc.).
- Competing with international institutions with abundant resources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The KAHER offers contemporary curricula for all its programs. The curricula are framed keeping in mind the broad regulatory guidelines as well as local, regional and global needs and to make the students globally competitive. A step-wise structured approach is adopted for curriculum development and curriculum revision. External experts are part of curriculum development committees and BoS. In the past five years, almost 84% of curricula have been revised. A total of 150 programs are offered by the Institution. All the programs are professional in nature with self-employment or employment capabilities. 29 new diverse academic programs have been added in the last five years. All the programs are approved by the academic council, statutory university bodies as well as the respective regulatory councils. There are 11 programs / elective courses offering CBCS. More than 400 courses are inter-disciplinary in nature. The curricula have emphasis on competency and skill development. Most of the students passing out are employed in health-care sector or start their clinic / hospital or industry. The career progression of the students is well supported and monitored. The UG students go in for higher studies (PG/Ph.D). There are ample opportunities for the students' employment, fellowships, etc. The Institution offers a number of value-added courses throughout the curricula. The emphasis is on character building and developing skills like communication skills, ethics, empathy, professionalism, team building, etc. The Institution integrates issues relevant to Gender, Environment and Sustainability, Human Values, Constitution, Health Determinants, Right to Health Issues, etc. They are well addressed in the curriculum. Students also take a number of community-based projects and are regularly posted in community.

The Institution has a strong feedback system. This is now made online. Based on the feedback, curricular changes as well as other changes have been brought up

Teaching-learning and Evaluation

The KAHER is known for its robust, student-centric, teaching-learning, technology enabled practices. The excellent teaching-learning infrastructure, busy hospitals with variety of clinical cases, automated examination department, well-stocked library, makes the learning experience of the students meaningful.

The Institution has a total of 5909 students' strength of which 56% are from outside State. KAHER maintains transparency in admission process and strict merit is followed while admitting students.

The Institution boasts of qualified, experienced, committed and caring faculty. The faculty members at the Institution are key resources with high credentials, who have significantly contributed towards generating and disseminating quality knowledge. The Institution has 771 teachers with an average teaching experience of 11 years. KAHER has 10% faculty more than the requirement of the regulatory councils. The faculty attrition rate is less than 3%. On an average, 14% teachers have received awards and recognition for excellence in teaching, professional achievement, academic leadership at state, national and international level. Presently 190 teachers are Ph.D. guides.

The Institution endorses on its strength of student centric, interactive, innovative technology enabled teaching-learning practices. Wi-Fi campus and excellent ICT infrastructure facilitates teaching-learning process across all the constituent units.

Average 92% of the teachers are trained in teaching technology and are capable of development and delivery of e-content and in the use of newer ICT enabled tools. Modules and teaching material developed by faculty are hosted on Swayam platform (21) and LMS(3159). This provides adequate On-line e-resources for effective T-L process.

Institution has process of identifying and responding to the learning needs of students and categorizing them into slow and advanced learners. Additional coaching is done for these students.

The Institution has evolved a dynamic, transparent, secure, technology driven examination system. The examination system is fully automated having dedicated examination portal with self-populating features that ensures declaration of results in shortest possible time 2- 10 days (avg13). Examination section has adopted some of the innovative practices such as development and validation of question banks, blue printing, model answers, online moderation and freezing and encrypting of question papers. The students passing out are doing extremely well in their careers

Research, Innovations and Extension

Research, Innovation and Entrepreneurship is one of the thrust areas of KAHER. The Institution has a well-defined Research Promotion Policy. Under the Director-Research, there are various Committees to monitor and promote research. Its Human Ethics Committee (DCGI, FERCAP approved) and Animal Ethics committee (CPCSEA) reviews all research proposals. Various other Committees like Research Advisory Committee, Research Grant Committee, Research Co-ordination Committee, Publication Board, etc. are in place.

The Institution provides seed money to students and teachers, scholarship to research scholars, financial

incentive for conference participation, patent and publication. It recognizes exemplary contributions by instituting research awards.

The Institution's research endeavors are supported by its state of the art infrastructure which includes modern and sophisticated Central Research Facility (5), Animal Houses (5), Medicinal Plant Garden(3), Department of Biostatistics, SMO and Clinical Trial Unit.

The Research Unit is recognized by both NIH and WHO for its exemplary research in Women and Child Health. Further, there are around 45 departments with recognitions from DBT-FIST, MCI, AICTE, AYUSH, NACO, ICMR etc.

A total of 172 workshops have been conducted on IPR, Research Methodology, Good Clinical Practice, Good Laboratory Practice, Pharmacy Practice, Research Grant writing, Consultancy and Industry Academia Collaboration.

The Institution has generated research grants worth Rs.102 crores from international funding agencies and Government/Non-Government organization. The Institution has 26 patents to its credit and 12 have technology transfer. More than 500 national and international awards and recognitions have been conferred on faculty. Two startups and 55 proposals have been incubated on campus.

During last five years 3031 research papers and 155 Book chapters have been published. The h-index of the Institution is 58 and average citation index is 3000 citations.

The revenue generated through consultancy and advisory is in the range of Rs.23 Crores with 75 clinical trials with renowned international and national sponsors.

The Institution actively participates in various extension (2500) activities and has received awards and recognitions from both government and non government bodies.

The Institution has 238 functional MOUs with various organizations and around 400 collaborative projects for research, faculty and student exchange.

Infrastructure and Learning Resources

The KAHER has one of the most beautiful, clean and green campus spread over 121 acres. The main campus houses five constituent colleges. There separate campuses for other constituent colleges (Belagavi, Hubballi and Bengaluru) which are provided with excellent facility for teaching-learning and all academic and extra-curricular activities.

All the constituent colleges have adequate class rooms, seminar rooms, clinic rooms, etc. They are all fitted with modern A-V aids and PA system. There are some smart classrooms with interactive boards and LMS. Lecture capture system is also in place in big lecture halls. Video-Recording Studio is available.

The 2400 bedded KLE Hospital, 281 bedded Ayurveda Hospital, Dental College having 352 chairs serves as teaching hospitals of the Institution. All the Hospitals have state-of-art equipment, good inflow of patients and other facilities. The students learn the fine art of medicine, hone their clinical examinations, procedural, operative, communication skills in these Hospitals. They also learn the nuances of bio-ethics and professionalism.

There are well-equipped laboratories in all the Departments. The Departmental Museums showcase large variety of specimen, models and charts. They serve as excellent teaching resources. The Institution has established a Hi-tech Simulation Lab. The students learn critical procedural skills on mannequins and dummies.

The campus has excellent ICT infrastructure, Wi-Fi facility, hardware and software. The Libraries are well-stocked with text books, reference books, journals, manuscripts, etc.

The campus has adequate physical and recreational facilities. Indoor and outdoor stadia, gymnasium, olympic size swimming pool, yoga centre are some of the notable facilities in campus.

The Centenary Convention Centre is a piece of modern architecture and is one of the hallmarks of KLE campus. This is the most preferred venue for organizing conference / workshops and cultural events. The Institution has in-house Radio Station (90.4 FM) namely 'Venudhwani'.

Other amenities like staff quarters, hostels, co-operative store, canteen, book store, ATM are available in campus and makes campus stay comfortable.

The campus has abundance of greenery and is self-contained. The campus is well-managed and maintained and there is adequate budgetary provisions for its maintenance.

Student Support and Progression

The KAHER believes in holistic development of students. It gives ample opportunities for their all-round development and career progression. The institution along with academic excellence strives hard to promote values and also nurture talents among them. It supports and caters to diverse needs of the students.

The institution has mechanisms in place to support, facilitate and enhance students learning experience and enrich the campus life. There are various committees like mentor-mentee, career guidance, counselling, placement, student council, grievances redressal, anti-ragging, anti-sexual harassment, etc. The student representatives are part of these committees and they are also on various institution level committees. Apart from these there are student led sports, cultural, literary, magazine committees and various clubs. These ensure welfare of students and their involvement in decision making process. The needy students are provided with free-ship and scholarship. In the last five years, **2681** students have availed the benefit of scholarship worth **Rs.8,58,58,381**.

KAHER constantly monitors the progress of students, during the course as well as after. Most of the students get selected for higher studies and are self-employed as health care specialist/doctors or get good employment. It implements a good number of capability enhancement and skill development programs.

The institution has an active International Student's Cell which caters to all the needs of international students and is responsible for their welfare and progression.

The Institution publishes a handbook “**Students Code of Conduct**”. This handbook contains information on behavior, disciplinary measures and the rights and responsibilities of the students.

The institution has well-established policies for enhancing student’s participation in various extracurricular activities. It hosts Inter and Intra Collegiate Competitions (HUMBO) every year and student’s youth festival (TRINITY) every alternate year.

The alumni form a strong support and base to KAHER. It is proud of its brilliant alumni who are spread all over the world and have distinguished themselves in health care, education, industry, academia, and research. The alumni are actively involved and contribute significantly to intuitions growth and development and bringing glory and name to the institution.

Governance, Leadership and Management

The institution has clearly stated vision and mission which is reflected in its academic and administrative governance. It also and as road map for its futuristic development. The governance is essentially inclusive, transparent and participative. KAHER has well-framed policies for HR, recruitment & promotion, training, performance appraisal, financial management, infrastructure & ICT development, hospital development, research etc. It has well laid out procedures for its effective functioning. This not only ensures quality into its operations but is in compliance with all applicable laws, regulations and gives appropriate recommendations. The visionary leadership supported by able administration of institution is empowering its faculty and staff to work as an effective team. The leadership has definitive strategic and perspective plan. It acts in a focused, time bound manner with adequate human and financial resources deployment. Roles and responsibilities of administrative hierarchy as per organogram. e-Governance strategies are used in its functioning. The leadership promotes innovation and entrepreneurship. Various bodies of the institution like Board of Management, Academic Council, Planning and Monitoring Board, Board of Studies, Faculties and Internal Quality Assurance Cell suggest for policy formation and implementation. The Institution has always focused on identifying organizational needs, develop e-governance strategies, contributing to the organization’s management system all of which have demonstrated continuous improvement and reinforced culture of excellence in administration, academics, research.

Various empowerment and welfare schemes for teaching and nonteaching staff are in place. They include continuous professional development, leadership training, sabbatical leave, provision for PF, gratuity, maternity leave, health care, crèche facility, etc.

The institution has a clear strategy for resource mobilization, a strict financial discipline is adhered and resources allocation is prioritized, given the ever increasing need of financial resources. The internal and external audits are conducted regularly and are shared with the leadership.

IQAC plays a pivotal role in policy development and deployment. The IQAC meets every quarterly and reviews the outcomes of various schemes and strategies. It ensures quality sustenance and quality enhancement in various academic and administrative activities of the institution. Academic and Administrative Audit is conducted periodically by external experts.

Institutional Values and Best Practices

The KAHER through its excellent academic programs and various co-curricular, extra-curricular and extension activities inculcates in students values and social responsibility. It has a sprawling, green, clean campus, with ICT enabled infrastructure and modern self-sufficient buildings. It is a perfect example of technology in harmony with nature. At KAHER we believe in eco-friendly, sustainable development and has evolved the facilities for energy conservation and alternative energy sources. The students observe, practice and imbibe the environment friendly practices and develop as responsible citizens. The campus and constituent colleges have established norms for effective waste management, rain water harvesting and works on the philosophy of 'Reduce, Reuse and Recycle'. All facilities in campus have equal access and are "Divyang Friendly" Because of its sustained efforts towards environment, it was ranked as 4th and 3rd cleanest campus in university category by MHRD, Government of India successively.

Value education, professional ethics, gender sensitivity, attitude & communication skills, team work etc. are inbuilt in curriculum. The Institution is a hub of students from different states, ethnicity, gender, culture and religion.

The institutional distinctiveness is its Research Unit that is doing unique and impactful, translational research in Maternal and Newborn Health. The research unit is known globally, has number of active international collaborations, and receives funding from NIH, Gates Foundation and other reputed organizations. Its research findings have influenced policy globally in reducing maternal and newborn morbidity and mortality and its findings are published in journals like NEJM, Lancet, etc.

The institution has a number of Best Practices, notable among them are its faculty development and capacity building efforts, training of its faculty in innovative, engaging T-L practices. Each constituent college has an advanced education unit. The unit in medical college is recognized by MCI/NMC as nodal and regional faculty development center, one of the 10 in India. This has vastly improved the T-L and research capabilities in the institution.

Its clean and green campus, sensitiveness towards environment, vibrant NSS unit, community service and extension activities, recognition for "Khelo India" are few among the many best practices that the institution is proud of and following.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH
Address	KLE Academy of Higher Education And Research JN Medical College Campus Nehru Nagar
City	Belagavi
State	Karnataka
Pin	590010
Website	www.kledeemeduniversity.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Vivek A Saoji	0831-2444301	9823064630	0831-2493777	info@kledeemeduniversity.edu.in
IQAC / CIQA coordinator	Seema Hallikerimath	0831-2444046	9448110562	0831-2470640	iqackleuniversity@gmail.com

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-04-2006
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	13-04-2006	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	KLE Academy of Higher Education And Research JN Medical College Campus Nehru Nagar	Urban	100	196543	Health Sciences		
<i>Off Campus</i>	<i>K L E Shri B M Kank anwadi Ayurved a Maha vidhyala ya, Shahpur , Belagav</i>	<i>Urban</i>	<i>10</i>	<i>22876</i>	<i>Health science</i>	<i>18-06-1933</i>	<i>13-04-2006</i>

	<i>i-590005</i>						
<i>Off Campus</i>	<i>K L E College Of Pharmacy Vidyanagar Hubballi 580031</i>	<i>Urban</i>	<i>5</i>	<i>4964</i>	<i>Health sciences</i>	<i>13-06-1985</i>	<i>13-04-2006</i>
<i>Off Campus</i>	<i>K L E College Of Pharmacy 2nd Block Rajajinagar Bengaluru 560010</i>	<i>Urban</i>	<i>3</i>	<i>3718</i>	<i>Health Sciences</i>	<i>30-06-1976</i>	<i>13-04-2006</i>
<i>Off Campus</i>	<i>K L E Homeopathic Medical College Yellur Road Yellur Bengaluru-590005</i>	<i>Urban</i>	<i>5</i>	<i>1984</i>	<i>health Sciences</i>	<i>25-07-2018</i>	<i>01-01-1970</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	9
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	9
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	9
Colleges with Research Departments	9
University Recognized Research Institutes/Centers	14

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes																
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>INC</td> <td>103984_5736_7_1610178287.pdf</td> </tr> <tr> <td>CCH</td> <td>103984_5736_9_1609218130.pdf</td> </tr> <tr> <td>AICTE</td> <td>103984_5736_1_1607340548.pdf</td> </tr> <tr> <td>PCI</td> <td>103984_5736_6_1609218492.pdf</td> </tr> <tr> <td>CCIM</td> <td>103984_5736_10_1610178302.pdf</td> </tr> <tr> <td>DCI</td> <td>103984_5736_5_1610178487.pdf</td> </tr> <tr> <td>MCI</td> <td>103984_5736_2_1610178326.pdf</td> </tr> </tbody> </table>	SRA program	Document	INC	103984_5736_7_1610178287.pdf	CCH	103984_5736_9_1609218130.pdf	AICTE	103984_5736_1_1607340548.pdf	PCI	103984_5736_6_1609218492.pdf	CCIM	103984_5736_10_1610178302.pdf	DCI	103984_5736_5_1610178487.pdf	MCI	103984_5736_2_1610178326.pdf	
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MCI	103984_5736_2_1610178326.pdf																

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	225				138				261			
Recruited	158	67	0	225	86	52	0	138	147	114	0	261
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
Teaching Faculty												
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	55				50				42			
Recruited	24	31	0	55	24	26	0	50	29	13	0	42
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				2548
Recruited	1266	1282	0	2548
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				387
Recruited	220	167	0	387
Yet to Recruit				0
On Contract	0	0	0	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.	44	23	0	13	0	0	12	4	0	96
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	114	44	0	73	52	0	135	110	0	528
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.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	23	31	0	23	17	0	29	13	0	136

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	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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	3	0	0	3
Adjunct Professor	1	3	0	4
Visiting Professor	12	0	0	12

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Medicine	Women and Child Health	KLE Academy of Higher Education and Research
2	Pharmacy	Pharmaceutical Sciences and Photochemistry	KLE Academy of Higher Education and Research

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	11	56	3	0	70
	Female	24	66	0	0	90
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	55	9	0	0	64
	Female	53	13	0	0	66
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	7	24	0	0	31
	Female	12	29	0	0	41
	Others	0	0	0	0	0
PG	Male	137	382	0	17	536
	Female	245	540	3	15	803
	Others	0	0	0	0	0
UG	Male	598	1071	38	19	1726
	Female	966	1561	54	31	2612
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.16	Cycle 1.pdf
Cycle 2	Accreditation	A	3.34	Cycle 2.pdf

General Facilities

Campus Type: KLE Academy of Higher Education And Research JN Medical College Campus Nehru Nagar

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	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes

• Health centre staff	
* Qualified Doctor (Full time)	365
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1250
* 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	Yes
• Power house	Yes
• 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	Vermicompost units

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	436
* Girls's hostel	5	1450
* Overseas students hostel	2	228
* Hostel for interns	2	56
* PG Hostel	4	341

Health Professional Education Unit / Cell / Department		
Year of Establishment: 01-07-1991		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	24	3
* Orientation	24	3
* Refresher	23	1
* Post Graduate	24	3

NAAC

Extended Profile

1 Program

1.1

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

Response: 138

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6039	5450	5309	5045	4701

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1337	1279	970	1338	963

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
771	746	722	697	683

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
771	746	722	697	683

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
18583.37	16494.28	11825.58	9792.49	7543.62

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

KLE Academy of Higher Education and Research, Deemed to be University (KAHER) has over the years established itself as a leader in health professions education and is looked upon as one of the pioneering Institutions in health professions education and research in the country as well as globally.

Curriculum Design & Development: The curricula are developed within the broad frame work of various regulatory councils (MCI/ NMC, DCI, PCI, INC etc). While the programs are in accordance with the respective statutory and regulatory councils and accreditation bodies, the curriculum encompasses the changing trends of the local, national and international prerequisites. The need based contemporary topics & best practices in the field which are promotive, therapeutic, and rehabilitative are included. KAHER follows a nine step curriculum development approach which ensures equitable participation of every stake holder in the process. A well-developed structured mechanism of continuous collection and analysis of feedback from students, alumni, employers, experts from academia, industry and research ensures that all programs offered by KAHER are relevant, translatable and cater to the changing needs of the community. All the curricula are revised periodically.

Relevance: Since majority of the programs offered are professional in nature, the curricula are relevant and contextual to the health care needs of society from local to global level. The curricula ensures competency of learners across the faculties for optimum delivery of health care. The office of Director, Academic Affairs ensures and monitors effective delivery of curricula and its timely updation and is also displayed on the KAHER website.

Program Outcome & Course Outcome: KAHER has well-defined PO's and CO's for UG programs. It is implemented in such a way that educational goals are translated into action and noticeable behavioral changes. The faculty of Pharmacy has implemented Outcome Based Education (OBE) since 2015. Internal assessment and question papers are aligned with course outcomes which provide a strategic way to enhance the quality of teaching and learning. As a quality initiative by Academic Affairs and IQAC, all constituent colleges are trained to frame PO's and CO's for bachelor programmes with attainment levels calculated on trial basis. The outcomes for every course have been mapped to program objectives. Regular faculty development programs are conducted for training faculties for OBE.

The Faculty of Medicine has implemented Competency Based Medical Education Curriculum since August 2019, which is designed to create a competent and skilled Indian Medical Graduate. Other constituent colleges have also developed CBME curriculum with explicit PO, CO and learning outcomes. Attitude, Ethics and Communication (AETCOM) competencies modules which emphasize on ethical values, responsiveness to the needs of the patient and acquisition of communication skills are incorporated in Medical curriculum. The curriculum is learner-centric, patient-centric, gender-sensitive, outcome-

oriented and environment-appropriate.

Conclusion: Overall the course curricula for all programmes are dynamic. The curricula of all programs are updated periodically and include advances in the respective fields. The curricula with its PO's and CO's are SMART that is Specific, Measurable, Attainable, Relevant and Time bound that fulfills local, national & global needs.

File Description	Document
Any additional information	View Document
Link for Outcome analysis of POs, COs	View Document
Link for Additional Information	View Document
Link for Curricula implemented by the University	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years

Response: 87.33

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 131

File Description	Document
Syllabus prior and post revision of the courses	View Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Details of the revised Curricula/Syllabi of the programmes during the last five years	View Document

1.1.3 Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years

Response:

KLE Academy of Higher Education and Research Deemed-to-be-University (KAHER) primarily is a Health Science Institution offering various Under-Graduate, Post-Graduate and Post-doctoral courses which are professional in nature.

Employability & Entrepreneurship: Since all the courses are professional in nature, have ample opportunities for self-employment, employability, entrepreneurship and research. The students passing out from these courses not only are self-employed but also generate employment for others. The Career guidance, placement cells and Incubation Centers aid students in their pursuit for higher education, research, entrepreneurship and employment opportunities. The students learn to lead and also be members of the health care team and system with capabilities to collect, generate, analyze and communicate health data appropriately. Workshops and guest lectures have been organized on Entrepreneurship development across all programs / courses as majority lean to begin private practices.

Competency: The focus of all courses offered is to create Competent, Caring, Compassionate, Confident and Creative health-care professionals (Doctors / Dentists / Pharmacists, etc.). The major thrust of the curriculum is learning by doing. The students have ample opportunities to practice and hone their skills in simulation lab as well as in the attached teaching hospitals / dental college. It is thus ensured that the passing out students are competent to deliver health care needs of society.

Skill Development: In addition to the regular theory, practical/ clinical courses the Institution offer a number of value-added courses. The students hone their clinical skills in simulation labs and ward postings. They also learn various soft skills like communication, counselling, leadership, decision making etc. In addition to the above technology is widely used to ensure proper acquisition of skills. The University has established Hi-tech Hi-fidelity simulation centre & clinical skill lab for imparting critical skills to the learners across the specialties & also practicing professionals. The state-of-the-art equipment and task-trainers enable students to acquire skills at an expedient pace. The training in simulation centres ensures patient safety as students learn the critical procedures without jeopardising patient safety. All programs have mandatory internship that provides hands on experience to understand the prerequisites needed for a start-up entrepreneurship in their respective fields.

Collaborations: Institute- Industry partnership: KAHER and its constituent colleges have entered into 238 MOU's and collaborations with Institutions/ Universities of repute at national & international level. The students are sent to many of these centres/ industry. Visit to multinational pharmaceutical companies provides exposure to students in drug manufacturing, dispensing and retailing and pharmaceutical marketing. It is ensured that the passing out graduates, PG's have acquired necessary skills & competencies.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	View Document
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the

preceding academic year).

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 11

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 11

File Description	Document
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View Document
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	View Document
Institutional data in prescribed format	View Document
Document for Structure of Programs mentioning the Credit Allocation and Elective options	View Document

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 7.97

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 11

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	View Document
List of the new Programmes introduced during the last five years	View Document
Institutional data in prescribed format	View Document

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during

the last five years**Response:** 64.27

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 259

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

Response: 403

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	View Document
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula****Response:**

The KLE society which is a sponsoring trust of KAHER, which was founded in 1916 by seven dedicated teachers and is built on strong foundation of human values, dignity, respect for all sections of the society and gender equality, environment and sustainability. This has been the culture and ethos of KAHER since its inception. This is reflected in the curricula across the faculties and specialties.

Gender Sensitization: The Institution has incorporated various issues concerning gender sensitivity and equality in its curricula keeping in view of the need for health professionals to be oriented to them at formative levels. The campus is gender neutral when it comes to opportunities, be it curricular or extramural. Legal issues involved in PNDT act and ethical issues about sex determination are part of the curriculum. The students are oriented to various aspects of sexual harassment, child abuse, counseling and legal recourse including POSCO act for the same. Adolescent clinics orient the students to sexual health, female child abuse- identification and management. Identification of the vulnerable, counseling them and assisting them is a part of the curriculum.

Maternal and New born health is one of the major focus areas of the Institution and international research is being carried out in this field. Nutrition counseling, breast feeding advice, sexual health, and prevention of maternal deaths are major focus areas of research for the university. The University's Women's Cell

regularly arranges lecturers and workshops by experts to orient the students to legal and ethical issues pertaining to gender identity, abuse and recourses.

Environment and Sustainability: Environment and Sustainability issues are part of curriculum. Concerns pertaining to environment and pollution, ways and means to tackle them, are incorporated into the syllabus. Waste segregation, disposal and management, sewage water treatment, recycling plastics and knowledge of safer renewable sources of energy are focus areas of teaching in environmental sciences. These are not only taught but practised as is evident from the award of 3rd and 4th rank consequently in 2017 and 2018 as Clean Green Environment friendly campus by MHRD, Govt of India.

Human Values, Health Determinants and Right to Health: Human values like compassion, honesty, empathy and selflessness are inherent to health science curricula. Graduates are expected to work in the community with the highest regards for human values and this is given importance in the curriculum. Health camps and community programs encourage student's interaction with community. AETCOM modules, basic tenets of professionalism and dogma of ethical practice are introduced in teaching program. The prominence on human values and ethics is reflected in the core values and Graduate attributes of KAHER. All the programs have included learning outcomes, course content, and training in professional ethics and human values. Clinical postings and bed side clinics not only serve to impart clinical knowledge but also focus on how to show compassion and give the highest standards of care beyond caste, creed or religion.

Conclusion: The curriculum ensures that adequate focus has been given to above mentioned cross cutting issues.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document
Link for list of courses that integrate crosscutting issues mentioned above	View Document
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	View Document

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

Response: 41

1.3.2.1 Number of value-added courses are added within the last five years

Response: 41

File Description	Document
Institutional data in prescribed format	View Document
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	View Document
Any additional information	View Document

1.3.3 Percentage of students successfully completed the value-added courses during the last five years

Response: 19.3

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1234	2033	904	575	378

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

Field visits: At KAHER field visits are designed in line with the educational objectives to provide real-world experience, improving quality of education and fostering social growth. Visits to Public Health Care System like PHCs, UHCs, CHCs, District Hospital, etc. expose the students to health care delivery at urban and rural levels. Implementation of National Health Programs is better understood by visits to departments like IDSP, RCH, ICDS, Malaria and Tuberculosis Office, Child Health Office, etc. Visits to Anganwadi, Old-age homes, Prisons, etc., sensitize the students to specific health care needs. Students are also taken to facilities and organizations like water purification plants, herbal garden, museums, milk diary, FSSAI, TNAI, Pharma industries, Laboratories, etc. The students also get to visit institutes of national repute like NIMHANS, AIIMS, AIISH for a wider exposure.

Research Projects: KAHER has incorporated a research component at both undergraduate and post graduate levels, enabling students to develop independent critical thinking, along with oral and written

communication skills. Students are encouraged to take up short term projects and dissertations and present papers at national and international forums. Some projects are funded by agencies like ICMR, DST and NGOs. Many students have won awards for their research projects by Indian Council of Medical Research (ICMR) Short Term Studentships. Pharmacy students have availed funding from VGST, SPiCE & INSA.

Community postings expose students to the public and primary health care needs of the rural communities and also create awareness among students of the importance of developing community partnerships. It provides them an opportunity to practice skills learnt in hospital setting.. Janoushadi community service is a novel community service by the pharmacy college. KAHER reaches out to the community through activities like Family Health Care, Health surveys, nutritional assessments, Health Check-up and specialty camps, Medical aids during epidemics and natural calamities. Through its constituent colleges it also conducts educative programs for Anganwadi workers, adolescent girls, antenatal mothers, sex-workers, Geriatrics, parents of under-five children etc. Public awareness programs like rallies, street-plays and role-plays are conducted collaboratively by all departments. KAHER has a network of Rural Health Centers, Urban Health Centre, Rural secondary hospitals, and a Rural Centre which provide many opportunities for community-based training.

Industrial Visit and Industry/Hospital Internship: Industrial visits to research laboratories, Pharmaceutical industries, National as well as multi-national pharmaceutical companies etc. are part of Pharmacy and Pharmacology curriculum to give students an opportunity to interact with the industry and get exposure to real life practices, recent developments in the pharmaceutical field like research, production and quality control methodologies and Pharmaco-vigilance. Students of all courses have internship requirement for graduation.

Conclusion: Community outreach & field visit with hands on experience are essential part of KAHER's curriculum. This expands the horizons of all students and gives the opportunity to experience real life problems.

File Description	Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	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: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View Document
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for feedback report from stakeholders	View Document
Link for additional information	View Document

1.4.2 Feedback process of the Institution may be classified as:

Response: E. Feedback not obtained/collected

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View Document
URL for stakeholder feedback report	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. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.1.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
359	310	295	258	290

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
359	310	295	258	290

File Description	Document
Institutional data in prescribed format	View Document
Initial reservation of seats for admission	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 17:1

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2019-20	2018-19	2017-18	2016-17	2015-16
1795	2154	1876	6488	13285

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where State / Central Common Entrance Tests are not conducted

2019-20	2018-19	2017-18	2016-17	2015-16
1354	1293	1183	1436	1719

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Extract of No. of application received in each program	View Document
Document relating to Sanction of intake	View Document

2.1.3 Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries

Response: 51:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
851	815	698	737	833

2.1.3.2 Total number of students enrolled in that year

2019-20	2018-19	2017-18	2016-17	2015-16
1754	1591	1510	1434	1444

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	View Document
List of students from other states and countries	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters are issued to the students enrolled from other States / Countries.	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	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. Adopts measurable criteria to identify low performers.
2. Adopts measurable criteria to identify advanced learners
3. Organizes special programmes for low performers and advanced learners
4. Follows protocols to measure students' achievement

Response: B. Any 3 of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	View Document
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View Document
Details of outcome measures	View Document
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	View Document

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

Response: 8:1

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

Comprehensive curricula and robust student-centric **Teaching-Learning (T-L) methods** provide a blend of conventional [bedside clinics, field visit and small group interactive teaching) and innovative teaching techniques [simulation-based, e-learning, role play etc.]. This has placed the university at 14th position on all India basis in Teaching-Learning category during NIRF-2018.

Experiential and Participatory learning :The curricula at KAHER in Medical, Dental, Ayurveda, Homeopathy, Nursing and Physiotherapy involve a substantial period of experiential, hands on learning and learning by doing. The students are posted for a substantial period in various clinical settings during their course. Shadowing with experts, interaction with patients, participating in patient care, assisting in procedures and internships gives them opportunities for patient-centric, evidence-based learning in real-life work-place settings.

Patient-centric and Evidence-based learning including Humanities :The 2400 medical college hospital, 281 bedded Ayurveda hospital, dental college with 382 dental chairs,100 bedded cancer hospital, state of art physiotherapy facilities and modern diagnostic and therapeutic facilities at these hospital serves as excellent laboratories, for students to apply their knowledge and learn psychomotor skills. Here the students as they deal with patient care learn about humanities, empathy, communication skills, clinical decision making etc. These postings provide the students with excellent learning opportunities.

Self-directed learning and reflective practices: The use of logbooks encourages reflection on these experiences and provides a powerful basis for experiential learning. Internship in the attached teaching hospital provides crucial work-place based learning opportunities for the students. KAHER has a network of urban/rural satellite health centres, that provide additional opportunities for training as community-based learning initiative. The industrial visits and industry training for students of Pharmacy and Ayurveda through industry-institute collaboration gives them a different perspective..

Integrated/Inter-disciplinary learning: Majority of the curricula incorporates both horizontal as well vertical integration. There are opportunities for early clinical exposure. There is contextualization of learning so the learner gets a perspective of why they are learning, what they are learning particularly during the early course years.

Problem Based Learning (PBL) and Case Based Learning (CBL):is adopted in the programs offered by the university focus on dissection and discussion of problems or cases in small groups usually supervised by one or more expert instructors and promotes participatory learning. The AETCOM modules in Competency Based Medical Education involves participatory and reflective learning. Projects and Dissertations are mandatory for the post graduate programs, PhD, fellowships and for final year/interns students in undergraduate programs.

E- learning: Use of both synchronous and asynchronous platforms in teaching have aided in self-directed learning. Availability of e-content developed by faculty hosted on institutional website, learning management system, e-books and e-journals in library, videos on You Tube channels, use of SWAYAM portal, MOODLE, digital notes, Web-based open access modules, participation in webinars, etc. facilitate self-directed learning. A number of departments are undertaking **flipped classroom** and thereby promoting self-directed learning as well as effectively use class time.

Thus the Institution/colleges use a variety of student centric T-L methods to enhance learning and make it a meaningful, enjoyable experience.

File Description	Document
Any additional information	View Document
Link for list of student-centric methods used for enhancing learning experiences	View Document

2.3.2 Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning The Institution:

1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.
2. Has advanced patient simulators for simulation-based training
3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre
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
Report on training programmes in Clinical skills lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skills Laboratories	View Document
List of clinical skills training modals	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	View Document
Details of training programs conducted and details of participants	View Document
Any additional information	View Document

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

Response:

Use of ICT in Teaching – Learning (T-L) process: KAHER is known for early adoption of ICT enabled technology based teaching learning practices. It utilises its ICT infrastructure for enhancing teaching-learning experiences across all the constituent units for all its programs. The campus is Wi-Fi enabled, lecture halls and classrooms in all departments are equipped with LCD projectors and have broadband internet access either through LAN or Wi-Fi. KAHER boasts of having one of the modern **hi-tech, hi fidelity simulation lab** that enhances technology driven simulation based learning.

The Institution has number of smart classrooms with interactive whiteboard, projection display, **lecture-capture system and teaching content development studio**. An automated lecture capture system generates video content of classroom lectures which are accessible to students through a dedicated online portal. Students can access the lecture videos anytime from anywhere, including from hostels and off-campus locations. The videos/lectures can be viewed in their entirety or any selected section for quick reviews and revisions. This supports delivery of customized e-learning resources like lecture hand-outs and videos of clinical and practical demonstrations. There is provision of live streaming from operation theatre to seminar rooms in the hospital.

Teachers have also published papers on use of technology for effective learning such as Applying Mayer's multimedia principles, Modified TBL method of teaching, Cinemeducation etc. Technology is also being used to complement traditional training methods in teaching laboratories. Flipped classrooms concepts is being used by more and more departments of the constituent units. Teachers are trained regularly for use of

newer ICT enabled tools by the University Department of Education for Health Professions. Many faculty have developed and hosted e-content on SWAYAM platform (21 modules), learning management system (>3159 lectures) and YouTube channels that provide adequate online e-resources for effective learning process.

Students utilise the services of online e-resources like NDL and SHODHGANGA. Central library has e resources such as e-journals, e-books, institutional e-repository, MEDRC for e content across all area of health and KIOSK facilities, HELINET a free access to Ovid SP, Elsevier, BMJ, Clinical key, Proquest, Wiley online library and Cochrane database etc. for effective teaching-learning process. Institution has facility of SPSS version-22, Scopus licensed version, TURNITIN software etc for enhancing quality of research. University also has telemedicine and telepathology, Videoconferencing and webinar facilities for postgraduate teaching learning.

Various online platforms such as Zoom, GoTo Meeting, CISCO WebEx, Google classrooms etc. are extensively used for online/remote learning. This was particularly useful during COVID 19 pandemic when the students were off-campus. Computer Based Simulation experiments are used in Pharmacology and softwares like Expharma, Micromedex, Design of Experiments, Molecular modelling software, etc. are used in pharmacy programs.

The Institution is thus catering to the needs of new age learners with ICT enabled, blended T-L tools.

File Description	Document
Any additional information	View Document
Link of the details of ICT-enabled tools used for teaching and learning	View Document
Link for list of teachers using ICT-tools	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 11:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 549

File Description	Document
Records of mentors-mentee meetings.	View Document
Log Book of mentors	View Document
Institutional data in prescribed format	View Document
Details of fulltime teachers/other recognized mentors	View Document
Copy of circular pertaining to the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document
Appointment letters of faculty during last five years	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 for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years

Response: 18.4

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
190	167	123	110	83

File Description	Document
List 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 and the	View Document
Institutional data in prescribed format	View Document
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View Document

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

Response: 11.26

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

Response: 8682.54

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	View Document
Institutional data in prescribed format	View Document
Experience certificate of full time teacher	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 92.27

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
720	700	607	689	623

File Description	Document
Reports of the e-training programmes	View Document
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	View Document
List of e-contents / e courses / video lectures / demonstrations developed	View Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	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 / academics during the last five years

Response: 5.42

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
48	30	55	45	19

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years

Response: 13

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	13	15	15	15

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	View Document
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**Response: 0.48**

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
19	13	36	25	43

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6959	6055	6466	6153	4623

File Description	Document
Minutes of the grievance cell / relevant body	View Document
List of complaints / grievances year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View Document

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following mechanism for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):

1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script
2. Double Valuation/Multiple valuation with appeal process for revaluation only
3. Double Valuation/Multiple valuation with appeal process for retotalling only
4. Single valuation and appeal process for revaluation
5. Grievance Redressal mechanism does not exist

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	View Document

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

Response:

KAHER has evolved a dynamic, transparent, secure, technology driven examination system. It caters to effectively conduct all the university examinations as per calendar of events. An annual academic calendar is prepared for every program which specifies the dates of application for examination, conduct of

examination, announcement of result etc. This schedule is strictly adhered to.

Some of the salient features of **examination reforms** are:

- All the rules, regulations and procedures related to the examination process are documented and codified in the Examinations Manual.
- Question paper blue-printing has been introduced for all programs.
- The specification of marks distribution ensures adequate sampling of content area and brings in an element of standardization of question papers.
- Question papers are set by both external and internal examiners.
- KAHER adopts mechanism for scrutiny and moderation of question papers by subject experts as a quality assurance measure.
- Both external and internal examiners are involved in all practical examinations.
- For all programs, answer script is evaluated independently by two examiners with the average being taken and if the difference is more than 15%, a third evaluation is performed. For medical/dental PG programs examinations, average of four independent evaluations is taken.
- Closed circuit surveillance cameras are installed in the examination hall as well as evaluation centre.
- Malpractice prevention and grievance redressal, Academic Appeals mechanisms are in place.
- Security features for degree certificates and marks card include QR code, bar code, water mark, high resolution background, void pantograph, logo engraving, gold foil, scanned letters, hologram and microline.

Some of the Innovative practises in examination system are:

- Development and validation of question banks
- Blue printing, online moderation and online freezing of question papers
- Encrypting of freezed question papers
- Availability of Question papers 45 minutes before starting exam with secure access and printing at the site of examination
- Preparing of model answers by faculty for objective evaluation
- Structured questions and model answers for **Summative exams**
- Blinded and coded answer manuscripts available for evaluation by examiners within 48 hours of completion of exams
- Onscreen evaluation and digitized transfer of practical marks avoids delays in compilation and ensures declaration of results in shortest possible time of 2 to 10 days
- Continuous internal assessment system, competency based assessment, **workplace based assessment, self-assessment methods like OSCE, OSPE**, Mini Clinical Evaluation Exercise etc. are adopted for various programs in formative exams

Automation in the Examination processes: The examination system is fully automated having dedicated examination portal with Self-populating features such as:

- Online filling and processing of applications for examinations.
- Generation and issue of Examination Hall Tickets.
- Entry and transmission of Internal Assessment marks from constituent colleges to University Examination Section.
- On-screen evaluation of manuscripts and computing of marks.

- Entry and transmission of marks of University Practical Examination marks from departments to University Examination Section.
- Compilation of marks, generation of results.
- Online access to results.
- Generation of marks cards.

Because of all these features and reforms the number of exam related grievances have been substantially reduced, further all the stakeholders have developed faith in the examination system.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	View Document

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. Complete automation of entire division & implementation of the Examination Management System (EMS)
2. Student registration, hall ticket issue & result processing
3. Student registration and result processing
4. Result processing
5. Manual methodology

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	View Document
Snap shot of the EMS used by the institution	View Document
Copies of the purchase order of the software/AMC of the software	View Document
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Sustainable initiatives are taken by KAHER to integrate the course/program attributes and outcomes in alignment with regulatory bodies for enhancing employability quotient and global competitiveness with smart skills, compassionate attitude and high moral values. Each program offered by the University has well defined and drafted Program Outcome (PO), Course Outcomes (CO), Learning outcomes (LO) and Specific Learning Objectives (SLO). These are defined in the curricular document of each course.

The Program Outcome statements are derived from the following guiding principles:

- The Programs are aligned with KAHER stated Vision, Mission and Graduate attributes which emphasise on societal change through education with focus on attributes like competence, credibility, ethical standards and social concern.
- Graduates attain globally relevant employability competencies in attitude, skill and knowledge domains for the discipline area of the program.
- Graduates are able to contribute to current and future national and local / regional needs as influenced by governmental policies and emerging issues. They should be compliant with regulatory body guidelines where applicable.

The learning outcomes/graduate attributes are an integral part of curriculum design, development, and delivery. The teaching learning process and evaluation are designed to achieve these attributes.

The institution has established an office of the Director, Academic Affairs that facilitates and monitors the CO/PO/LO SLO's etc. defined for each course / program and also monitors its effective implementation and mapping. These are available on the institution and constituent units' website as well as shared with all principals, HODs, examination department and all stake holders.

With the implementation of Competence Based Medical Education (CBME) in Medical College all the graduate attributes and competencies are derived as per the guidelines of MCI/NMC. The pharmacy colleges follow the Outcome Based Education (OBE) model. As a quality initiative by Department of Academic Affairs and IQAC, faculties in all constituent units are trained to frame Program Outcomes and Course Outcomes for undergraduate programs along with calculation of attainment level and mapping on trial basis. Based on regular faculty development programs for OBE/Competency Based Education, Dental College, Physiotherapy, and Nursing College are also developing the CBME curricula. All these are aligned with appropriate T-L strategies and are assessed by preparing the blue printing and rubrics. Thus proper curricular mapping and attainment is recorded.

Various in course assessments are undertaken to mark the periodic attainment of the competencies / outcomes. The progress of the learners are monitored. Various innovative and new assessment tools like periodic MCQ based theory exams, practical / clinical exams with OSCE / OSPE, DOPS, Mini CEX, etc. have been adopted. Self-assessment is accomplished by way of reflective writing, portfolio, peer evaluation, surveys, structured focus group discussion etc. in some programs.

Thus the institution follows the Learning Outcomes as stated by different regulatory bodies and assesses them through formative as well as summative examination, to ascertain if the learners have acquired them.

An effective feedback and monitoring system ensures its implementation and attainment.

File Description	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

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

Response: 91.12

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
1337	1279	970	1338	963

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
1443	1363	1078	1468	1062

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	View Document
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.39

File Description	Document
Institutional data in prescribed format	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

The growing need for research in health care sector, prompted KAHER to have a well defined research policy to support research and serve as a framework to carry out research activities. It outlines the purpose, scope, fundamental principles and guidelines of research, innovation & implementation.

- There is a budgetary provision of 5-7% for research and development activities.
- Adequate research infrastructure, facilities for clinical trial, excellent hospital infrastructure with adequate clinical work load and variety of cases, well equipped laboratories, latest equipment's and research centers support conduct of research.
- The Institution has established office of the Director Research to promote and coordinate research and related activities.
- Research Co-ordination Committee, Board of Post Graduate Teaching and Research, Research and Recognition Committee, Research Grant Committee under the Office of Director, Research along with external experts supervise research and training. The Institutional Ethics Committee reviews and monitors the progress of research of the faculty and scholars. Research committees of constituent units monitor the progress of their research projects.
- The Institution has developed standard guidelines and SOP's for in-house funding, incentives and grants for undertaking research projects.
- The Institution follows a systematic approach to promote research through conduct of journal clubs, research methodology, grant writing workshops and protocol development. To emphasize good research practices, workshops and seminars are conducted on research ethics, clinical practice, good laboratory practice, IPR, etc. University guest lecture series and orations by eminent scientists are conducted to foster research capacity building. Provision of seed money to faculty, scholarship for Ph.D. scholars, and financial assistance for conferences, publication and patent incentives and research awards are instituted.
- The Institution has a clear policy for research collaborations, undertaking joint research projects, faculty exchanges for research, developing collaborative research protocols etc.
- Because of its well stated policy, excellent infrastructure and committed faculty the Institution has been able to facilitate 238 industry academia MOUs & collaborations, 259 sponsored research projects, 75 clinical trials, and publications in high impact journals in the last 5 years. The university has generated 102 crores as grants from international agencies including NIH, WHO, Bill and Melinda Gates foundation etc and national agencies like NITM- ICMR, DBT, CCRAS etc.
- Another example of a well-defined research promotion policy is internationally recognized Maternal and New born Research Unit. It is one of the ten sites funded for fourth cycle of five years (until 2023) by Global Network of NICHD, NIH, USA. It is recognized as WHO Collaborating Center and carries out high impact translational research. The outcomes have been adopted in National / International Guidelines and policies.
- The university has 3 Basic Science Research Centers that have qualified scientists to conduct and monitor basic research at Belagavi, Bengaluru and Hubballi. APJ Abdul Kalam Ayurtech Incubation center has been instituted to promote innovation bio-network, conducive for the growth

of startups in the field of AYUSH. Site Management Office monitors clinical trials and sponsored clinical research.

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Document on Research promotion policy	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 10.81

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
17.03	11.631	4.879	17.509	2.99

File Description	Document
Minutes of meetings of the relevant bodies of the University	View Document
List of teachers receiving seed money and details of seed money received	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	View Document

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 24.9

3.1.3.1 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
152	177	235	229	107

File Description	Document
List of teachers and their national/international fellowship details	View Document
Certified e-copies of the award / recognition letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 277

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	60	50	54	44

File Description	Document
Registration and guide / mentor allocation by the institution	View Document
List of research fellows and their fellowship details	View Document
Institutional data in prescribed format	View Document
E copies of fellowship award letters	View Document

3.1.5 University has the following facilities

- 1. Central Research Laboratory / Central Research Facility**
- 2. Animal House/ Medicinal Plant Garden / Museum**

3. Media laboratory/Business Lab/e-resource Studios
 4. Research/Statistical Databases/Health Informatics
 5. Clinical Trial Centre

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document
Videos and geo-tagged photographs	View Document

3.1.6 Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

Response: 100

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

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

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

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

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Details of the departments offering academic programmes certified by the head of the Institution /University	View Document

3.2 Resource Mobilization for Research

3.2.1 Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 9565

3.2.1.1 Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
4777	1245	1583	1026	934

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government organizations	View Document
e-copies of grants awarded for clinical trials	View Document

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 701

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
208	89	259	25	120

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 1:1

3.2.3.1 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
119	311	159	162	137

File Description	Document
Supporting document/s from Funding Agencies	View Document
Institutional data in prescribed format	View Document
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Response:

The Institution strives to systematically foster the culture of innovation, incubation and entrepreneurship and has created a vibrant innovation ecosystem. Being a health science Institution, we envisage a different perspective for innovation as compared to technical universities.

The Institution has been able to foster this ecosystem in a systematic way. Students and faculty are trained to be inquisitive and do need-based problem identification. The Idea Incubation Center tries to develop innovative interdisciplinary, evidence-based solutions to these problems. KAHER supports these protocols

and proposals with financial aid, HR support, use of its laboratories and other resources. The outcome from these are presented and published and also patented/commercialized as the case may be. This strategy has yielded into innovative solutions leading to some patents.

Apart from this, KAHER has evolved a new paradigm with three facets for innovation ecosystem as

Human Capital & Capacity Building: 'Education' is the first facet of innovation eco-system to build 'human capital'. Development and enhancement of competencies to optimize innovation potential by focused workshops, fostering entrepreneurial, leadership and digital skills, social responsibility and professional development programs.

Knowledge Creation: Creation of Knowledge forms the second facet in stimulating innovation. KAHER has struck a balance between international research and research of regional relevance which has translated into innovations. This is facilitated by supporting incubation of ideas and research efforts in basic research, preclinical, clinical trials, drug discovery, herbal drug development, pharmacovigilance, newer commercial products and community based studies. Partnerships and collaborations with renowned universities, organizations and companies enhance research opportunities. Clinical trials help for translation and IPR cell supports for patent processing.

Knowledge Exchange: University's engagement with external stakeholders constitutes the third vital role in innovation system. This has helped in technology transfer (patents and licenses), commercialization of IP related research, initiation of startups, institution-industry research collaboration and long-term strategic partnerships.

The incubation centers of institution include:

- **Women's and Children's Health Research Unit** that partners with-NIH, WHO, UIC, UMKC, Christiana care, TJU; is a center for research capacity building.
- **KLE's Dr Prabhakar Kore Basic Science Research Center** is state of art infrastructural facility for basic research.
- **Dr. APJ Abdul Kalam Ayurtech Incubation center:** Promotes innovation bionetwork by supporting startups in AYUSH.—Recognized by MHRD

The innovation ecosystem provides facilities that include infrastructure with state of art equipments and technical expertise, institutional funding, co-creation spaces, individual support and mentoring in project-based learning process, interaction with industry and other stakeholders.

Institution actively promotes the concept of self-employment among the graduates and entrepreneurship spirit among students to empower them to be job creators rather than job pursuers. KAHER has established entrepreneurship cell in the campus. Entrepreneurship cell selects 10 best ideas which are incubated in the campus in the form of new start-ups.

As an outcome of university's initiatives, two startups for product development have been registered and over 55 proposals have been incubated in the research centers including those with commercial value, patents and publications in peer reviewed journals.

File Description	Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

3.3.2 Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years

Response:

KAHER regularly conducts various knowledge events in the form of seminars, workshops, conferences etc. recognizing academics and research as its pivotal focus. Institution imparts training to undergraduates, post-graduates, Ph.D scholars & teaching faculty in research thus enabling them to explore new horizons and unexplored arenas.

- **Intellectual Property Rights (IPR):** Workshops are conducted to sensitize faculty members and students on intellectual property rights related issues by both external experts as well as in-house faculty as resource persons. Themes of discussion have included patentability, the cost involved in patenting and the need for an IPR cell.
- **Research Methodology:** Research Methodology course/ module/ workshops are incorporated in most of the programs offered at KAHER. Hands-on workshops are organized to train students and faculty in research methodology to simplify concepts like research hypotheses, research objectives, study design and choice of statistical tests by in-house expert faculty. Practical session for literature search and reference management is also included. Mentoring for preparing research protocol, data analysis and scientific communication is done. A research methodology and biostatistics course is included in the curriculum for Ph.D Scholars by Department of Epidemiology and Biostatistics.
- **GCP and GLP:** Regular workshops, seminars and talks are arranged on the themes of good clinical practice, good laboratory practice and hospital quality assurance practices by invited experts.
- **Grant Writing:** Workshops and seminars on Research Grant writing on themes like identification of research topic, funding opportunities and grant application development are discussed. External experts of the Research Advisory Committee interact with faculty to provide guidance in grant application process.
- **Industry Academia Partnership:** Industry-academia interaction and events on industry-academia collaboration are conducted by trained professional from Pharma Industries. These include events on themes like intellectual property rights (IPR), patent issues, industrial perspective of drug regulatory affairs, translational research planning and execution etc. Training programs are conducted on recent advances and techniques in the field of Pharmacy, drug collection & standardization, as well as knowledge regarding licensing of drugs.
- Around **172** such events at the university and institutions have been conducted in the last 5 years where financial assistance of around 45 lakhs has been provided. Institutional policies on research practises and mentoring for grant writing have led to sponsored research projects of **102** crores from renowned funding agencies. Numerous research awards (**585**) have been bestowed on faculty and students for innovative research papers. Substantial publications indexed in Scopus, PubMed, Web of science, UGC CARE list of journals have been published with global impact that include; **New England Journal of Medicine (74.7), The Lancet (60.32), JAMA (51.27)** among other reputed journals.

File Description	Document
Link for list of workshops/seminars on the above during the last 5 years	View Document
Link of the reports of the events	View Document

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 238

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
65	50	45	55	23

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	View Document
List of teachers and details of the national/international fellowships awarded	View Document
Institutional data in prescribed format	View Document
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 58

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2019-20	2018-19	2017-18	2016-17	2015-16
8	15	11	10	14

File Description	Document
Registration letter	View Document
Institutional data in prescribed format	View Document
Contact details of the promoters	View Document
Certified e- sanction order for the start-ups on campus	View Document

3.4 Research Publications and Awards

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

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	View Document
Institutional data in prescribed format	View Document
Institutional code of Ethics document	View Document
Institutional code of ethics document	View Document
Details of committee on publication guidelines	View Document
Course content of research ethics and details of members of ethical committee	View Document
Copy of software procurement for plagiarism check	View Document

3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement

- 2. Salary increment**
- 3. Recognition by Institutional website notification**
- 4. Commendation certificate with cash award**

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	View Document
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 38

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	4	9	0

File Description	Document
Technology transfer document	View Document
List of patents/Copyrights and the year they were published/awarded	View Document
Institutional data in prescribed format	View Document
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	View Document

3.4.4 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: 3.41

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
423	245	378	339	362

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	23	49	58	357

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	View Document
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	View Document
Institutional data in prescribed format	View Document
Link for research page in the institutional website	View Document

3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 2.41

File Description	Document
Names of the indexing databases	View Document
Institutional Data in prescribed format	View Document
Any other relevant information	View Document

3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0

File Description	Document
Names of the indexing databases	View Document
Institutional data in prescribed format	View Document

3.4.7 Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years

Response: 0.01

File Description	Document
List of names of publishers : National/ International	View Document
Institutional data in prescribed format	View Document

3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 4.77

File Description	Document
List of the publications during the last five years	View Document
Institutional data in prescribed format	View Document

3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 24

File Description	Document
Institutional data in prescribed format	View Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any other relevant information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

Response:

KAHER has a well-defined policy on IPR, consultancy and revenue sharing between the Institution and individual. It encourages innovations and development of technology emerging out of research, and facilitates the transfer of such technology for the use and benefit of the public at large. The inventors are duly recognized and credited for their contributions.

- The Institution's IPR policy provides guidelines regarding protection, ownership and licensing or commercialization of intellectual property that is generated at KAHER with or without external funding. The policy specifies the default ownership rights of the Institution, concerned faculty and students and any conditions for exceptions. The rights of collaborating organizations are defined. It specifies role of KAHER in filing of patents and in bearing the associated costs. The IPR policy also outlines Institution's role in licensing and transfer of technology for commercialization of innovations. Liability and indemnity are defined, and dispute resolution mechanisms are identified.
- The policy on consultancy clearly states the definition, scope and nature of consultancy activities that the faculty of the KAHER may engage in. It provides guidelines for accepting consultancy assignments. The default revenue sharing model for consultancy is 60:40 percentage basis, in favor of the faculty to university. The conditions and modalities for revenue sharing are defined in the policy. The role of KAHER in publicizing and facilitating consultancy opportunities is addressed. Liability, limitation and dispute resolution process is specified.
- The facilities available for potential consultation projects are publicized through KAHER website. A directory of key facilities, equipment and expertise of faculty has been compiled and is available on the website. Consultancy offered is based on subject wise expertise in professional domains by the faculty of constituent units of KAHER.
- Continued professional training opportunities are provided through seminars and workshops conducted for the faculty. In addition, faculty are provided financial support and leave benefits for attending capacity building events at local, regional, national and international forums. Interdisciplinary training for faculty is provided to enhance consultancy, for example, faculty members of medical college are trained for pharmaceutical aspects of clinical trials as consultancy activity.

In the last 5 years, the constituent units of KAHER have registered **26 patents**. Additionally **12 products** have reached the technology transfer stage and are in line for licensing and commercialisation. The university has generated around **23 crores from consultancy projects** from various constituent units and research centers. Around **75 Industry sponsored trials** are underway with renowned international and national sponsors including, Mylan laboratories, USA; Shire Human Genetic Therapies Inc, UK ; Amgen Inc, USA; Celltrion Inc, South Korea etc.

Thus the Institution provides for human capital building to foster development of patented products or services and consultancy. Because of the clarity in revenue sharing it is a win-win situation for the faculty as well as Institution. The Institution has been able to make significant progress in this area.

File Description	Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document
Link for additional information	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 2326

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
989	503	460	188	186

File Description	Document
List of consultants and details of revenue generated by them	View Document
Institutional data in prescribed format	View Document
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	View Document
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	View Document

3.6 Extension Activities

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 1225

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
390	250	195	230	160

File Description	Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	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
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	View Document
Any additional information	View Document

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 100

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6039	5450	5309	5045	4701

File Description	Document
Reports of the events organized	View Document
Any additional information	View Document

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

Response:

A strong foundation of service, philanthropy and upliftment of needy and downtrodden is the philosophy adopted by the Institution from the very beginning. A total of around 2500 remarkable outreach and extension activities have been conducted in the last 5 years by constituent units, Women and Children's Health Research Unit, NSS Unit, YRC Unit and Empowerment cell for Women.

- The Women and Children's Research Unit is recognized as WHO collaborating center for its exemplary community based work in Women and Children Health. This work is also recognized by ICMR and DBT.
- This unit along with King's College, London also received the first ever UK-MRC - Newton Innovation award of GBP 200000.
- The Institution has the distinction of being ranked **at 4th position** in 2017 and **3rd in 2018** for **Swachhata Campus in University category by MHRD GoI.**
- Institution has been recognized by **Khelo India for training of sports person in Athletics, Swimming and Martial Arts.**
- Institution has organized notable training programs like **7 days Swachhata camp** funded (Rs. 1 lakh) by NSS State Regional Directorate, National integration camps held in 2016 (Rs 3 lakhs) and 2019 (Rs 5 lakhs) funded by Karnataka State NSS cell.
- KAHER's Ayurveda College received a cash incentive of Rs, 50,000 for conduct of house to house health & hygiene survey of 5 villages of Belagavi, under **Unnat Bharat Abhiyan, MHRD.**
- Our Initiatives are appreciated every year by being **awarded by the Karnataka State :**
 1. Best NSS University and Best NSS Program Officer -2016
 2. Best Program Officer -2017-18
 3. Best NSS Program officer - 2017-19
 4. Best NSS Program Officer -2018-19
 5. Best NSS Unit and Coordinator- 2020
 6. Best NSS volunteer- 2019
- **Women Empowerment Cell** has a unique recognition of being invited by government to construct toilets in government schools of Belgaum in 2019.
- **The hospital is recognized by** Government of Karnataka for schemes like Balasanjeevini, Suvarna Arogya Chaitanya, Vajapayee Arogyashree, Yashaswini Health Insurance Scheme, District Blindness project, Danta Bhagya Yojana etc where thousands of patients are being benefitted.
- **Cleft lip and palate program** by Department of Plastic surgery in association with Smile train has conducted 1700 surgeries free of cost.
- Tobacco Awareness programs and Counseling has received **Best community Service Award** by the Indian Academy of Oral Medicine and Radiology in 2018.
- The **village panchayat's (Grampanchayats) and NGO's** of Belagavi district have appreciated the awareness programs and camps on environment, health, sanitation hygiene, drug awareness, road safety measures. Numerous villages have been adopted and free screening and treatment camps are largely applauded.
- The state authorities have recognized the exemplary work during **COVID pandemic** by conducting more than 20000 tests and treating about 1500 patient
- The Community Radio station "**Venudhwani**" has received grants of around 8 lakhs from District

authorities to broadcast new technologies in agriculture and water sanitation to reach rural areas of Belgavi District.

Thus, KAHER that has contributed immensely to social and community development which has been recognized at International, National, State and Regional level.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for list of Government/other recognized bodies that have given the awards	View Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	View Document

3.6.4 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:

Institution believes in fostering quality education, social responsibility, positive attitude and compassion in students. Social responsibilities and obligations are fulfilled through outreach programs conducted in the community, by taking health care to the door steps of the under privileged and unreachable. Faculty and students are committed to work towards social responsibilities with community, government and non-governmental organizations.

- **NSS and YRC units** of KAHER conduct activities like **educative programs and camps** for environment, health, sanitation, hygiene awareness, importance of clean water, water borne diseases, tree plantation, cleanliness and road safety measures. Adoption of Villages, **Swachh Bharat Abhiyan** and **Unnat Bharat Abhiyan** are being practiced by all NSS units
- **Community Engagement:** Community engagement focuses on education and social outreach programs in rural and urban settings. Two **PHCs and UHCs** of Government of Karnataka and **20 satellite centers** are rendering efficient health care services in basic health care needs. Awareness is spread on tobacco abuse, HIV-AIDS, pre-cancer & cancer, oral and health education, preservation of environment & importance of blood donation. **Free screening and treatment camps** are conducted. In the last five years about 600 community engagement activities have been conducted.
- **Social-cultural responsibilities** through participation in extension activities through service to the community on the occasions of World Health day, National Youth Days, No Tobacco Day through Poshan Pakhwada, First Aid workshops, Rallies, Road shows, Street plays on AIDS awareness, Antibiotic Use, Drug abuse, Importance of Hand Washing, etc. Donations to support old age home, house of destitute and orphanages, children of under privileged society are collected

by students and others willing to support the purpose. A total of about 1800 such activities have been conducted

- **Health Care:** The hospital is recognized by Government of Karnataka for various schemes like Balasanjeevini, Suvarna Arogya Chaitanya, Vajapayee Arogyashree, Yashaswini Health Insurance Scheme, District Blindness project, Danta Bhagya Yojana etc, linkages with health services to ESI, ECHS where thousands of patients are being benefitted. **Free and subsidized health care is provided by the Hospital.** Other Important initiatives include: is Lactation clinic, breast self-examination, adoption of old age home for physiotherapy services.
- **University Cell for Women:** Conducts lectures and workshops related to gender issues, abuse/harassment at work place, adolescent girl education and prevention of violence' for high school students and 'Samajparivartan' camps especially for commercial sex workers of Belagavi district is conducted.
- **Venudhwani:** is community radio station of KAHER available at 90.4 FM has been actively involved in educating public at large within 15 kms radius on all health related issues and facilities available. They render awareness programs on general issues like water preservation, environment protection, prevention of open defecation and COVID-19 related awareness and precautions. In the recent times, promotion of importance of vaccination is highlighted.
- **Philanthropic Activities:** Disaster relief in the form of providing basic amenities and health care facilities to flood stricken areas of Belagavi District. Provision of Masks during the COVID-19 pandemic.
- The Institution has spent more than Rs. 29 crore during the last 5 years for these activities.

File Description	Document
Any additional information	View Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	View Document

3.7 Collaboration

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 62

3.7.1.1 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
65	98	75	46	26

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document

3.7.2 Presence 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., during the last five years.

Response: 238

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 238

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the functional MoUs with Indicating the start date and completion date	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

KLE Academy Of Higher Education And Research (KAHER), is known for its excellent, modern, world class infrastructure. All the campuses have facilities like lecture theaters, seminar halls, library, recreation areas, attached teaching hospitals etc. which exceed requirements of regulatory councils.

The lush green main campus of the institution sprawls over an area of **121 acres** with its meticulously planned buildings, attractive foliage, gardens and lawns provide an excellent ambiance that nurtures the teaching and learning process in the student. The main campus houses the Jawaharlal Nehru Medical College, KLE Vishwanath Katti Institute of Dental Sciences, College of Physiotherapy, College of Nursing Sciences, and College of Pharmacy. The other campus in Belagavi are the BMK Ayurveda Mahavidyalaya and College of Homoeopathy. The campuses at Hubballi and Bengaluru house the respective Colleges of Pharmacy.

Name of the Institute	Campus	Campus Area (in Acres)	Built-up Area (in Sq. Mt)
Jawaharlal Nehru Medical College, Belagavi	KAHER Main Campus, Belagavi	100.91	34841.00
Viswanath Katti Institute of Dental Sciences, Belagavi			12243.00
KLE College of Pharmacy, Belagavi			5856.00
KLE Institute of Physiotherapy, Belagavi			4325.00
KLE Institute of Nursing Sciences, Belagavi			6444.00
School of Music			538.00
KLEs Dr. Prabhakar Kore Hospital and MRC + Charitable Hospital			128677.00
Shri. BM Kankanwadi Ayurveda Mahavidyalaya, Belagavi	BMK Ayurveda Campus, Shahpur, Belagavi	11.25	22876.38
KLE College of Pharmacy, Hubballi	Vidya Nagar, Hubballi	6.30	4964.10
KLE College of Pharmacy, Bengaluru	Rajaji Nagar, Bengaluru	2.30	3718.89
KLE Homeopathy Medical College, Belagavi	Yellur Road, Belagavi		1984.03
City Polyclinics (2 Nos)	Samadevi galli, Belagavi		583.00

	Tilakwadi, Belagavi		
Belagavi Cancer Hospital	Ashok nagar, Belagavi		3036.00
Total		121 Acres	230086.40 Sq.Mt.

A. LECTURE HALLS & CLASS-ROOMS:

All constituent units have adequate facilities. A total of 181 classrooms include gallery type lecture halls, demonstration rooms, clinic rooms, seminar halls etc. are available. All classrooms are ICT enabled, have A-V facilities along with LAN/Wi-Fi, Computers/Laptops and LCD projectors. The Institution has smart classrooms with interactive smart boards, lecture capture system and two way audio video connectivity. Many lecture halls are air conditioned. All the teaching facilities have comfortable seating and are well illuminated and ventilated.

B. TEACHING HOSPITALS:

1. KLES Dr. Prabhakar Kore Hospital & MRC, a 2400 bedded multispecialty facility, accredited by NABH, is the teaching hospital for all health science institutions. It has 268 ICU beds, 34 major operation theatres, high-Tech laboratories, all branches of modern medicine including sub specialties like Hemato-oncology, Paediatric Neurology, Interventional Radiology, Endocrinology, etc. are available. Facilities like Nuclear medicine and PET CT, PACS, Pneumatic tubing system, Neuro-navigation, etc. provides for excellent patient care and great learning experience. The hospital has a good patients foot fall with more than 70% bed occupancy, average OPD of 2500 providing excellent opportunity for clinical teaching and research.

2. KLE Shri. BMK Ayurveda Hospital: It is the second AYUSH Hospital in the country and the first in the state to be accredited by NABH. Along with 281 beds in all specialties, apart from regular OPD's, the hospital is having super specialties like Sristi Fertility Centre, Life Style Management & Rejuvenation, Priyangu-Hair & Skin Care Clinic, Hridya-Ayur Cardiac Care, Abhaya-Ayur Cancer Care Clinic, Sumeda Clinic-Obesity management and many more specialty clinics. The hospital is known for its Panchakarma therapy and many international patients come here for treatment.

C. LABORATORIES: All the colleges have well equipped laboratories with latest gadgets which serve for practical training of students. The hospital has a central clinical lab which offers high tech diagnostic services equipped with state-of-art modern automated technology machines like Hematology Analysers, Coagulometers, Binocular Microscopes, Immunology Fluorescent Microscope, Microtomes, Tissue processors, etc. The laboratories are capable of carrying out a wide array of investigations like enzyme, drug & hormonal assays, tumour markers, frozen section histopathology, Immunohistochemistry, PCR, viral markers, serological tests, etc. The laboratory is accredited by NABL. The Department of Microbiology, J.N. Medical College is also accredited by NABL. There is a specialized laboratory for Poison Detection. In total the constituent units of the university have 151 laboratories.

D. CLINICAL SKILLS LAB: A new hi-tech, hi-fidelity simulation center and clinical skills lab well equipped for hands-on training where students acquire skills in BLS and ACLS, suturing techniques, laparoscopic skills, new-born resuscitation, procedures like venipuncture, endotracheal intubation, tracheostomy, urinary catheterization, episiotomy, ultrasound, solid organ biopsy, etc. The facilities include complete human body simulators, Blue Phantoms, Lap visions, and manikins like Apollo, Lucina, and Luna. The other labs include the phantom head lab in the Institute of Dental Sciences and the advanced nursing lab, midwifery skill lab, and Nutrition lab in the Institute of Nursing Sciences.

E. CADAVERIC SKILL LAB: KAHER has also developed an advanced cadaveric skills lab for hands-on surgical training. The cadavers are processed and preserved with soft embalming techniques to mimic live tissue experience during the training. The cadaveric skills lab is a cost-effective solution for learning various operative procedures and critical steps in a near-identical way that will be performed on a real patient.

F. MUSEUMS: The Institution has 44 museums attached to its constituent units and individual departments. These form a valuable repository of knowledge for the students. Pathology museum is one of the largest in the country and houses several rare and precious pathology specimens. Each specimen has a link to the clinical background, histopathological findings, and other related information. Each of the departmental museums' house charts, specimens, interactive models, and photographs related to their respective fields. These serves as excellent facilities for self-directed learning.

G. ANIMAL HOUSE: There are in total five levels 2 animal houses. They are recognized by CPCSEA and adhere to various regulatory guidelines. These are air-conditioned and house laboratory animals like rats, rabbits, mice & guinea pigs. The animal houses have experimental facilitates which include cardiovascular, psychopharmacology, metabolic syndrome, and other pharmacological activities. In addition to this, the colleges also have Computer Simulated Labs for Animal Experiments.

H. COMMUNITY ORIENTED LEARNING: The Institution has 2 PHC's, 2 UHC's and about 20 satellite centers spread over rural and semi-urban areas through which the students are trained in community health-care.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	View Document
Link for additional information	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 KAHER campus is always abuzz with co-curricular and extracurricular events. The excellent facilities for cultural, sports, gymnasium, yoga and other recreational activities, which are constantly upgraded, provide an excellent environment for these to flourish.

1. AUDITORIUM and CONVENTION CENTRE

- A state of art Centenary Convention Centre, having an area of approx. 1.5 lakh sq. ft.

- 4 air-conditioned halls of varying capacity of 150, 300, 600 and 1200 seats.
- International standard sound & light systems are installed in the halls
- Indoor fountains inside the convention centre add to the beauty of the overall ambience
- Space for exhibition stalls and poster display
- A food court is located adjacent to the convention centre
- This facility is used for all cultural activities, literary meets, guest lectures, conferences and workshops.

2. INDOOR & OUTDOOR SPORTS FACILITIES

- Stadium with synthetic track and seating capacity of 20,000 for outdoor games like football, cricket, hockey etc.
- Four paved lawn tennis courts
- Volley-ball, Throw-ball, Basket-ball, Kabaddi & Kho-kho courts.
- Indoor sports complex having two Badminton courts (synthetic and wooden), four table tennis tables, board games like carom & chess (appreciated by Hon. Vice President of India during his visit)
- Martial Arts training area

3. GYMNASIUM

- A well-equipped fitness center, present since the inception, has been upgraded in the year 2017.
- Equipment like Smith machine, multi-function station, Air Rower, Mid Row, Leg press, treadmills, elliptical, cycles, weight training etc.
- Expert advice and personalized, result-oriented coaching.
- Other facilities like personal training, nutrition counseling, spa, Zumba and aerobics
- In addition to this, the hostels of the constituent units also have individual gymnasiums.

4. SWIMMING POOL

- One of the best swimming pools in the city.
- Flood lit Olympic size swimming pool
- Established in the year 2014
- 150-200 users /day
- Gallery with a seating capacity of 300

5. GARDEN & AMPHITHEATRE

- Aesthetically designed garden is the cynosure of the campus
- Lush green lawns
- Jogging track
- Musical Fountain and
- Amphitheatre with a seating capacity of 750
- Popular venue for various student cultural, literary and recreational activities.

6. SCHOOL OF MUSIC:

- Inaugurated in 2009 by Late Smt. Gangubai Hangal

- Open for all interested students and staff to explore their talents in music.
- Training in Hindustani Vocal, Sugam Sangeet, Tabla and Harmonium
- Recording facilities
- It offers certificate and diploma courses in Music.

7. COMMUNITY RADIO STATION: VENU-DHWANI

- In-house Radio Station (90.4 FM), established in 2015
- 1.5-2 lac listeners per day
- Relays health talks, musical/recreational programs by staff and students and also interviews with dignitaries.
- Airs a unique program “Call & Solve” for listeners to address their queries.

8. YOGA CENTRE:

- A multipurpose hall serves as a Yoga Centre
- Students & staff practice yoga in the evenings
- Situated in the campus of KLE Shri B.M. Kankanwadi Ayurveda Mahavidyalaya
- Interdisciplinary Yoga course has been started

9. PHYSICAL & RECREATIONAL FACILITIES AT HOSTELS:

Each hostel has a recreation room with facilities for indoor games like chess, carom, and reading. The hostels also have separate well equipped gymnasiums for boys & girls.

File Description	Document
Links for Available sports and cultural facilities : geotagging	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The KAHER campus is one of the most beautiful, clean, green, self-sufficient, secure campus with scenic, lush green landscaped gardens and lawns, with well-groomed trees. The sprawling campus has ample parking space, walking paths and well-lit roads.

1. HOSTELS, STAFF QUARTERS & GUEST HOUSES

- Fifteen Hostels (9 girls & 6 boys) with highest standard of cleanliness
- Total of 1568 rooms with a capacity of 3111
- Power back-up facilities
- Each hostel has a separate dining hall, pantry and mess facility for both vegetarian and non-vegetarian food
- Water purifiers on each floor, with quality check every month.
- Clean toilets with adequate water, good flooring, exhaust and air vents.

- Girls' hostels have sanitary napkin disposal units.
- Strict vigilance of wardens
- Three luxurious Guest houses with twenty-eight rooms
- 205 Staff quarters in independent bungalows and apartments

2. MEDICAL FACILITIES

- All students and staff are covered under a comprehensive medical insurance plan, "Vaidyashree Health Scheme"
- Treatment provided in the attached multispecialty hospital
- Includes immunization, medications and investigations.

3. COOPERATIVE STORES

- A registered nonprofit cooperative store for the students and other residents of the campus.
- Good quality items of day-to-day are available at this store.

4. OTHER AMENITIES

- Cafeterias and food courts
- Coffee shop, fruit-juice stall, and bakery
- Three banks, namely Canara Bank, Syndicate Bank and Rani Chennamma Bank
- Four ATMs of Syndicate, Rani-Chennamma, HDFC and Canara banks
- Laundry, salons & book store
- Places of worship
- Signage & Topographical Maps at important cross roads
- Battery driven vehicles for commuting within the campus
- Plastic-Free & Vehicle-Free Zones
- 545 CCTV cameras with security staff make the campus safe and secure

5. WATER CONSERVATION MEASURES :

- Two effluent sewage treatment plants of 1000 cubic-meters /day capacity each, treat the sewage from the hospital, constituent college buildings, hostels and staff-quarters using activated sludge process by extended aeration system. Treated sewage after chlorination is pumped for gardening covering an area of 21 acres.
- A water treatment plant with capacity of purifying 2.25 million lt/day, treats waste water which is used for flush valves, flush tanks and gardening. Measures like display cards to close the tap after use and water conservation by pressure compensating aerators to the taps, amounts to saving of about 15-20% of water. Round the clock maintenance work minimizes leakages and water waste.
- RO system is installed. Chlorinated used water through RO unit for purification is used for flushing in limited number of toilets in hospital.
- Rain water harvesting units are also placed at multiple places.

6. ALTERNATE ENERGY SOURCES:

- Campus uses maximum renewable energy and very minimal electricity from electricity board (14% of the total usage)
- 11%, 14% and 16% of the total usage is from solar heating units, wind and solar energy, respectively.
- Campus uses 8 to 10 MW / month electricity from Solar Park, Solar Power Plant at Jamkhandi, Bagalkot.
- 977 Solar Panels in the campus
- 0.2 MW/month is used from wind energy.

These best practices have placed the campus as **4th and 3rd** cleanest campus in the country by MHRD in 2017 and 2018.

File Description	Document
Link for Photographs/ Geo-tagging of Campus facilities	View Document

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

Response: 19.61

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
832.94	1394.40	1956.26	2608.37	3163.30

File Description	Document
Institutional data in prescribed format	View Document
Details of budget allocation excluding salary during the last five years	View Document
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Response:

KAHER has one of the largest teaching hospitals in Northern Karnataka which provides comprehensive care with all modern diagnostic and therapeutic facilities at affordable cost or free of cost. These facilities available for teaching and training undergraduate, postgraduate and post-doctoral students are in accordance with and beyond the specifications formulated by the regulatory bodies. The clinical training infrastructure is continuously updated to ensure availability of state-of-the-art facilities.

A. KLES DR. PRABHAKAR KORE HOSPITAL & MRC:

- A Quaternary Care Multispecialty hospital established in 1996 is the main teaching Hospital
- Total built-up area of 1384564.52 sq. ft. over 7 floors
- Bed strength of 2400 (of which 1200 are totally charitable)

- 34 major operation theaters, of which 7 are modular type.
- Equipped to perform all operations including laparoscopic, arthroscopic, organ transplant, neurosurgeries and micro-surgeries.
- Recognized by the Central and State Governments and their departments like Defense, Police, etc. and Non-Government Organizations
- The charitable hospital is a unique combination of treating, training and research, show-casing the commitment to social accountability of KAHER
- Broad-Specialties: General Medicine, General Surgery, Orthopedics, Pediatrics, Obstetrics & Gynecology, ENT, Anesthesiology, Ophthalmology, Dermatology, Pulmonology, Psychiatry, Pathology, Biochemistry, Microbiology, Radiology
- Super-specialties: Cardiology, Urology, Neurology, Neurosurgery, Plastic Surgery, Paediatric Surgery, Nephrology, Gastroenterology, Cardio-thoracic Surgery, Surgical Oncology, Cardiac Anaesthesia, Neonatology, Endocrinology, Paediatric Neurology, Rheumatology, Medical Oncology, Paediatric Cardiology and Nuclear Medicine
- The Hi-tech laboratory which has separate biochemistry, pathology and microbiology set-ups, is NABL accredited
- Adheres to set SOPs in the day-to-day functioning
- Pneumatic tubing system that connects the wards to the laboratory reducing the timing of sample transit
- Strict infection-control and biomedical waste-disposal
- Heat generated from incineration is reused for laundry and kitchen that is standing example for effective recycling of resources
- Well-organized set-up for Trauma & Emergency Center with Triage area (with three levels green, yellow & red)
- 268 ICU beds under various specialties
- Other well-equipped set-ups like Cardiac Cath Lab, Endoscopy Suites, Hemodialysis Unit (34 regular & 2 SLED machines), Blood Bank, CT-MRI, PET Scan, Child Development Clinic, Artificial Reproduction Centre, Sleep Lab, Speech Lab, Interventional Radiology Suite, Burns ICU, Skin Bank, Human Milk Bank, Psychiatry Day-Care Centre, Tumor Board, Mother & Child Institute, Nutritional Rehabilitation Centre, Centre for Neurosciences, Diabetes Centre, Diabetic-Foot Clinic, Artificial Limb Centre, Neuro-navigation System, Audiology set-up etc.
- Well-equipped Central Sterile Service Department
- Average in flow of 2700 out-patients per day in 47 different out-patients departments and caters to around 70,000 in-patients annually.
- Around 45,000 surgical procedures are performed every year.
- Recognized by the government to perform various organ retrieval & transplants like Kidney, Heart, Lung, Liver, Pancreas, Eye, Skin, etc.

B. KLE CANCER HOSPITAL:

- 100 bedded KLE Cancer Hospital attached to the Medical College
- Two Operation theatres
- Linear Accelerator and Brachytherapy Unit
- Onco-surgeons, Medical Oncologists & Radiation Oncologists are attached to this hospital.

C. VKIDS DENTAL HOSPITAL:

- 9 departments provide basic and advanced dental & dento-facial treatments

- 352 dental chairs and state-of-art infrastructure to render latest treatment facilities like implants, laminates, orthognathic surgeries, perio-esthetic surgeries etc.
- Dental treatment for facial trauma and Head & Neck benign and malignant disease are treated in the hospital
- Crusade against Tobacco, Tobacco Registry & Community outreach activities are done
- Mobile Dental Clinics & Satellite Centers has helped in reaching the door steps of the patients

D. AYURVEDA HOSPITAL:

- 281 bedded, 87 year-old KLE Ayurveda Hospital established in 1933
- First Ayurveda Teaching Hospital in Karnataka to be accredited by NABH in entire AYUSH sector.
- Treats diverse clinical conditions including crippling conditions like amavata, pakshaghata etc,
- Tradition-Technology-Innovation- the hospital adheres to classical principles in innovations while adopting advance technology.
- Out Patient Departments along with regular OPD's to meet the global trends and needs: *Srusti* [Fertility center], *Hridya* [Cardiac Care], *Abhaya* [Cancer Care], *Utsaaha* [Rejuvenation Centre], *Manasollasa* [Mental disorders and De-addiction Centre], *Priyangu* [skin and hair care], *Nirvisha* [Skin and poison care] and *Sumeda* [Obesity] which are beyond Apex body requirements and has set a new benchmark
- Ace institution to initiate *Suvarna Bindu Prashana* [ayurvedic immunity booster] on a large scale.
- Integrated approach keeping patient centric therapeutic protocols are followed which include holistic procedures, therapeutic diet, yoga, physiotherapy and conventional medical care.
- Hi-tech Panchkarma theaters, exclusive setup for Kriyakalpa and sophisticated Operation Theater complex
- Swasthya Health Card system and Central Government Health schemes to restrain economic constrains.
- In-house Diagnostic Laboratory, Ambulance facility, GMP certified KLE Ayurveda Pharmacy [since 1938 with more 300 medicinal and nutraceutical products]
- A team of passionate doctors, well trained paramedical staff and sensitized supportive staff
- The hospital an affordable, accessible, acceptable, sustainable and credible center for health management.

E. MODERN PHYSIOTHERAPY CENTRE AT HOSPITAL:

- An advanced, well-equipped and modernized physiotherapy outpatient unit at hospital
- Specialties: orthopedics, sports, neurology, cardiopulmonary, Obstetrics and Gynecology, geriatrics, pediatrics, oncology, community-based physiotherapy and orthopedic manual therapy departments.
- Including regular treatment other facilities available are electrotherapy, wax bath therapy, TENS, HMP, Cryotherapy, LASER, Ultrasound, the advanced therapy room has shockwave, Matrix, Pneumatic Compression, Cryo-LASER unit, SWD, LWD, whole body relaxation therapy, electromyography machine.
- Advanced Gait lab that consist of 6 vision IRR cameras, 2 video cameras, 2 force plates, EMG sensors to plot muscle activity and to assess the gait patterns and abnormalities.

F. COMMUNITY HEALTH FACILITIES & SATELLITE CENTRES:

- The KAHER's J N Medical College has adopted two Primary Health Centers and two Urban Primary Health Centers as a part of 'Aarogya Bandhu Scheme' of Govt. of Karnataka.
- These centers cater to the primary health care needs, both curative and preventive, of nearly 1.5 lakh population.
- In addition to Broad-specialty clinics, Dental, Physiotherapy & Ayurveda, other special services for pregnant women, under five children, adolescents and elderly through various government health programs are also provided
- Various National Health Programs and supportive supervision of Community Health Workers is done
- Health education programs focused at elevating the health care needs of the people.
- In addition to these, there are 20 other Satellite Centers attached to the Hospital, in surrounding Talukas and Districts like Chikodi, Gokak, Ankola, Jamakhandi, etc, and Poly-clinics which help in the community outreach.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	View Document
Link for additional information	View Document

4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

KAHER's teaching hospitals, one of the largest in this area provides for health care needs of about 25 lakh population in 300 kms vicinity. It has a large inflow of outdoor and indoor patients, huge number of diagnostic tests as well as variety of major and minor surgical procedures. It caters to teaching, training and research requirements of all the constituent colleges.

An ample number of in-patients, out-patients, surgeries and other procedures in all hospitals helps to train the undergraduates and postgraduates for their academic curriculum. Outpatient examination rooms are also designed to teach and evaluate students in basic clinical skills, including history taking, physical examination, communication and relationship building. Students have live encounters that give them first-hand training. Students learn to treat outpatients with a wide variety of ailments and social backgrounds, employing full range of outpatient treatment modalities.

HOSPITAL INFORMATION MANAGEMENT SYSTEM (HIMS):

- Hospital has a well-developed fully functional Hospital Information Management system.
- Software is Sofscript HIS version 2.0 installed in 2007, being upgraded to version 3.5 in April

2021

- A total of 36 modules for IPD, OPD, Inventory & Material Management, Electronic Medical Records, Laboratory & Radiology Information System, Blood Bank, Kitchen & Dietary Management, e-prescription & Pharmacy Management, Ward & Nursing Management.

Inpatient & Outpatient Statistics for five years

Year	Outpatient Statistics					
	JNMC	VKIDS	BMK	IPT	BHMS	Total
2015-16	8,54,686	100885	98,575	6,761	-	10,60,907
2016-17	8,51,881	155501	98,048	7,193	-	11,12,623
2017-18	8,51,080	105082	1,00,847	6,209	-	10,63,218
2018-19	8,37,774	89244	1,04,950	11,034	78,026	11,21,028
2019-20	8,68,807	83792	85,247	10,370	67,915	11,16,131
July 2020-Dec-2020	4,35,978	8145	33,881	4,740	40,829	5,23,573

Inpatient Statistics						
Year	JNMC	VKIDS	BMK	IPT	BHMS	Total
2015-16	69,355	242	6,409	793	-	76,799
2016-17	69,327	184	5,462	2,187	-	77,160
2017-18	69,611	179	6,962	2,223	-	78,975
2018-19	70,315	194	7,999	3,138	605	82,251
2019-20	71,668	187	6,683	8395	636	87,569
July 2020-Dec-2020	26,100	48	2,374	1,468	477	30467

Students trained & Programmes Offered for the last five years

	June 2019 – May 2020	June 2018 – May 2019	June 2017 – May 2018	June 2016 – May 2017	June 2015 – May 2016
MBBS	1021	1012	1012	1014	999
PG (MD, MS, M.Sc., MPH)	572	555	523	573	572
B.Sc. Allied	132	321	308	280	253
Paramedical	32	77	87	107	85
BDS	443	434	433	454	494
MDS	91	89	100	115	119
BAMS	492	467	447	422	398
MD Ayurveda	114	63	73	63	82
KLE College of Pharmacy, Belgavi					
B.Pharm	64	76	80	71	14
Pharm.D	20	-	-	-	-
KLE College of Pharmacy,Hubli					
B.Pharm	60	43	46	14	19
M.Pharm	06	07	07	14	16
Pharm.D	19	-	-	-	-
KLE College of Pharmacy,Bengaluru					
B.Pharm	49	43	41	28	18
M.Pharm	28	12	12	06	15
Pharm.D	68	-	-	-	-
BPT	415	411	376	341	327
MPT	105	95	81	55	43
B.Sc. Nursing	90	95	91	63	92
P.B.B.Sc Nursing	30	17	34	50	39
M.Sc. Nursing	12	17	8	3	8
NPCC	2	-	-	-	-

File Description	Document
Any additional information	View Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	View Document
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	View Document

4.2.3 Availability of infrastructure for community based learning

1. Attached Satellite Primary Health Centers
2. Attached Rural Health Centers available for training of students
3. Attached Urban Health Centre for training of students
4. Residential facility for students / trainees at the above peripheral health centers / hospitals

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Documents of resident facility	View Document
Any additional information	View Document
Link for any additional information	View Document

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI, D. ISO certification of departments /institution E. GLP/GCLP accreditation.

Response: D. Any two of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	View Document
Any additional information	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:

KAHER has a well-stocked, well managed central library that is fully automated and has a functional LMS in place.

Name of the ILMS software	Nature and extent of automation	Version of ILMS software	Year of commencement and completion of automation
Easylib 6.2a Web Version – a library Automation Software	Fully automated	6.2a Web Version	2019 [commencement] 2020 [completion]

Features of Easylib 6.2a Web Version

It is user friendly and widely accepted Library Automation Software, which is compliant with MARC and RDA standards. This version has a fully configurable dynamic web page builder with facility to configure search bar, explore links, make announcements, feature new books and dashboard for students etc. It also gives ability to link eBooks, CD/DVD, institutional repository, journal subscriptions and other materials. The software has features for e-resources and Digital Library with ability to Catalogue digital resources, Link Directory of Open Access Journals and many other repositories.

The ILMS has ability to configure SMS and Email alerts on issue, return and renewal of material and also **RFID/Bar code** compatible so that multiple books with one keystroke can be circulated. The ILMS allows us to correct and improve the quality of data by identifying title and publisher details and also helps in analysis of circulation by authors, subjects, category of books, user profile, publisher, purchase date range, price of the book etc.

ILMS for a Library is used to track items owned, orders made, bills paid, and patrons who have borrowed. An ILMS is usually comprised of a relational database, software to act on that database, and two graphical user interfaces. Most ILMS separate software functions into discrete programs called modules, which are then integrated into a unified interface. Examples of modules include acquisitions (ordering, receiving, and invoicing materials), cataloguing (classifying and indexing materials), circulation (lending materials to patrons and receiving them back), serials (tracking magazine and newspaper holdings), and the OPAC.

The Easylib ILMS contains the following Modules.

- Catalogue/Accession
- Extensive Search
- Membership-With options to import member data

- Circulation
- OPAC (Online Public Access Catalogue)
- Stock Verification
- Barcode generation/Compatibility
- Periodicals
- Digital Library
- Custom Reports with options to export onto PDF, XLS etc.

In addition to ILMS, library is equipped with LCD projector, audio-visual facility and 76 computers with internet facility to conduct Journal club and various online meetings. For the safety of books/journals the whole library is under the surveillance of CCTV camera. In College of Pharmacy, Huballi "e-lib", a multiuser (Client / Server based), Multilingual (Supports Unicode) and user-friendly GUI (Graphical User Interface) based Library management software is being used, which not only helps to manage the Library efficiently but also reduces the cost overheads that occur in Library. "e-lib" supports AACR II cataloging, has effective OPAC and also supports various technologies like RFID, Bar code and Cloud technology.

File Description	Document
Link to Geotagged photos	View Document

4.3.2 Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Response:

Dr S.G. Desai Library is the Central Library of the University and is a three-storied architectural elegance built over an area of about 4,536 sq. m. Audio-visual Room, Internet, Digital Library; binding and reprographic facilities are available. Wi-Fi access is available in library. The entire Library is supervised with CCTV.

The library has collection over **1,11,589** Books, **464** Print Journals, subscribes to **1000+** e-Journals (both national and international) and magazines related to health sciences valued at Rs **32,23,47,200.12**. It subscribes to online journals, databases like Proquest, UpToDate, Clinical Key, Wiley online library, Dynamed, Science Direct, LWW, BMJ, Wiley, Jaypeedigital, Springerbooks and Thieme MedOne through HELINET consortium of RGUHS, Bengaluru, which is having an access to full text Journals. The digital library also maintains Institutional repository and hosts many free access databases such as National Digital Library, DOAJ, PMC, BMC and SpringerOpen. The PhD theses are uploaded in Shodhganga.

KAHER Institutional Repository is the digital archive of the research output for the undergraduate, postgraduate students and PhD research scholars under various disciplines of health science viz. Medical, Dental, Pharmacy, Ayurveda, Physiotherapy and Nursing sciences including interdisciplinary area. It also includes question papers of previous years. The networking of the entire campus provides seamless access to all the online databases. It also provides remote access services to the users.

The Library Reference section is open for the users from 9.00 am to 10.00 pm on all working days and 10.30 am to 5.30 pm on Sundays and other holidays. However, the reading room is open round the clock. The reference section is fully air-conditioned. There is a separate PG reading room with carrels in reference section. A separate newspaper/magazine section and a well-furnished group discussion room facility are made available for students /faculty. The display rack is provided for new arrival of books /journals, to make students aware of the new arrivals in the Library. The central library and Ayurveda Mahavidyalaya have maintained various ancient books and manuscripts since its inception. All departments also have a separate Departmental Library. All the hostels also have reading halls and in some hostels library facilities are provided.

Total number of Books, Journals, E-journals, Magazines and Digital database in the Library.

College	Books	Journals	E-journals	Bound Volumes	Thesis / Projects UG/PG	CD ROM	Digital Database
Jawaharlal Nehru Medical College, Belagavi	33643	222	385	11244	106	1314	03
KLE Vishwanath Katti Institute of Dental Sciences, Belagavi	7714	75	41	1672	307	227	03
KLE Shri B M Kankanwadi Ayurveda Mahavidyalaya, Belagavi	25049	58	-	828	287	53	01
KLE College of Pharmacy, Belagavi	12515	32	70	1025	943	43	03
KLE College of Pharmacy, Hubballi	10190	40	+Helinet Helinet	487	352	61	01
KLE College of Pharmacy, Bangaluru	11769	10(print)	70	487	258	199	-
KLE Institute of Nursing Sciences, Belagavi	11045	16	489	119	197	445	02
KLE Institute of Physiotherapy, Belagavi	9110	17	15	186	285	379	03
KLE Homoeopathic Medical College, Belagavi	2323	04					01

Grand Total	1,11,589	464	1000+	15561	2477	2522	17
File Description				Document			
Any additional information				View Document			
Link for additional information				View Document			
Links for library acquisition data				View Document			

4.3.3 Does the institution have an e-Library with membership/subscription for the following:

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

Response: Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View Document
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	View Document
Details of e-resources with full-text access	View Document
Any additional information	View Document

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

Response: 269.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
352	260	260	254	222

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	View Document
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	View Document
Institutional data in prescribed format	View Document
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	View Document

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

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Give links e-content repository used by the teachers / Students	View Document
Links to documents of e-content resources used	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: 74.18

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

Response: 181

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

Response: 244

File Description	Document
Institutional data in prescribed format	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Link for Additional Information	View Document

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

Response:

The Institution has a defined IT policy and is equipped with excellent IT infrastructure in all the constituent units to improve the quality of student experience, teaching methodology, clinical services and operational efficiency of all the stake holders.

- There are 1099 computers and additional 600 notes across the Institution for use in classrooms, computer labs, learning centers - each with access to the original Microsoft software and Internet access.
- The entire campus is tech enabled and tech friendly and Wi-Fi enabled with more than 1GBPS lease line.
- Dedicated IT section and staff housed in the campus give required support. The goal is to maximize the benefits and services provided to the students and patients.
- Campus network gateway allows students and staff to connect with 24X7 Wi-Fi facility. They are provided with a unique user IDs for logging into the website.
- A well-defined e-governance framework is set to provide quality services to the stakeholders.
- Up-gradation of hardware, network and software infrastructure is done on regular basis.
- Institution has technical man power which deploys, configures, handles day to day computer/network operations and maintains networking equipment and proprietary hardware like servers, UPS. The operation theatres and class-rooms are equipped with AV facilities
- KAHER is envisioned to provide a host of educational resources and delivery in a phased manner as part of IT Roadmap.

The ICT facilities include

CONTINEO (LMS) SOFTWARE:

‘**Contineo**’ - a platform that enables and empowers academic autonomy

- It helps to create e-content, the course materials are made available in - .docx, .pptx, .pdf. formats

- Student's Attendance – The attendance is marked after every class through Contineo software, thus transparency is maintained.
- The Internal Assessment Marks are uploaded on the site and final IA marks are calculated using automated system and sent to examination section.
- Mentorship Program- In the contineo portal, the mentorship program documents are uploaded by the mentor. The parents can access and know the progress of the ward.

TCS ION (HRMS) SOFTWARE:

- This helps manage end-to-end employee processes including leave, attendance, promotions, and appraisals. Faculty make use of this software for applying leave.

HOSPITAL INFORMATION MANAGEMENT SYSTEM (HIMS):

- Software is Sofscript HIS version 2.0 installed in 2007, being upgraded to version 3.5 in April 2021 and has 36 modules

EXAM SECTION SOFTWARE:

- The exam section is completely automated with Examination Management System (EMS) since 2018
- Includes processes from announcement of exams, student registration to declaration of results and issue of convocation certificate.
- Many reforms by integration of IT in its processes like filling of online Exam forms, payment of exam fees, issuing of hall tickets through student portal on the university website.
- Follows highly secure online QP uploading and delivery system.
- A closed-circuit television (CCTV) with high resolution cameras surveillance monitor the activity of examination centre in real time.

BIOMEDICAL INSTRUMENTATION

- All the required Biomedical Equipment have inbuilt software support, which are upgraded as and when required
- Day-to-day maintenance of these is done by in-house engineering staff and under AMCs

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document
Link for additional information	View Document

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

Response: ?1 GBPS

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

4.4.4 Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,

Response:

KAHER, keeping with time and the needs of new age learners has developed capabilities for e-content development. This initiative was amplified and got a big push because of the current COVID-19 pandemic where most of the T-L activities were based on online platforms. KAHER was early adaptor in this process. The traditional education model is rapidly being replaced with a learner-centered model where in the main focus of training is on outputs rather than being teacher centric where it is based on inputs. e-contents have been a powerful tool towards this end. These have created an effective learning environment in teaching and learning due to changed methods of instruction. All constituent units of KAHER are well equipped with ICT enabled class rooms with internet facility and facilities to create, store, share, transmit and exchange information. The use of this was well appreciated during the COVID pandemic.

- During the pandemic period each department was tasked to develop e- content and were trained for it. A total of 2820 e- modules are developed.
- Some classrooms are equipped with “Lecture Capture System” through IMPARTUS that records lectures. The same is edited and made available to the students through their login ID anywhere, any time through Intranet/internet. Teachers from all institutes access the lecture capturing center and record their lectures as per the teaching schedule.
- Live Video telecast of Body Dissection from Cadaveric Lab to the adjacent Demo Room, Anatomy Gallery Hall and Dr. H.B. Rajshekhar Hall of KLE Centenary Convention Centre is possible.
- Contineo software allows each faculty to upload their presentations which students can access by logging into their individual accounts.
- The studio at Community radio station ‘Venu Dhvani’ 90.4 FM provides recording facility for staff members
- The School of Music also has facilities for audio recording.
- The Department of Art & Photography has facilities for Photography and Video recording
- The halls in the Auditorium have state-of-art Sound systems and are popular venues for recording concerts, plays, orchestras, etc.

KLE AYUR STUDIO

- KLE BMK Ayurveda Mahavidyalaya has established a *ICT Enabled Teaching Content Development Studio* equipped with top-spec computer hardware and high-end video editing tools like Wonder share & Fillmore which helps in editing like mixing, cropping, adding special effects,

adding voiceover to video in its premises.

- The studio allows faculty and staff to create professional-quality videos. It has an acoustic design for soundproofing and to maintain the internal environment balanced the studio is air-conditioned which also helps in long-life of the equipment used in it.
- The studio has high-end cameras and also has a sound recording system with both wireless and wired mic, Noise reduction facilities, and an audio mixer.
- An artificial lighting system with a three-point lighting technique is used for ample light and avoiding shadows.
- The studio also has a green screen to facilitate a Virtual backdrop to the recorded video.

File Description	Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 35.59

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
4551.11	5065.01	4428.32	3828.60	3485.70

File Description	Document
Institutional data in prescribed format	View Document
Details about approved budget in support of the above	View Document
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	View Document

4.5.2 There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Response:

The Institution has well defined systems and procedures for maintaining and utilizing physical, academic and support facilities. The maintenance and upkeep of the infrastructure facilities are carried out regularly with the support of the heads of the particular infrastructure department.

CIVIL MAINTENANCE:

The management and maintenance of facilities is done through the building and works committee of Department of Maintenance headed by a Resident Engineer and his support staff including technical staff such as Plumbers, Electricians, Carpenters, mechanics, etc.

The department carries out all maintenance activities in the campus and buildings, including the classrooms and teaching facilities and includes all activities necessary to operate, maintain and provide services for University buildings, mechanical equipment and utilities to keep them in good operating condition.

BIOMEDICAL MAINTENANCE:

The Biomedical Engineering Department in the hospital is under the care of a Biomedical Engineer, with a team of technical staff working under her to take care of the day-to-day maintenance of the Equipment

Most of the equipment in the constituent colleges, hospitals and laboratories have Annual maintenance Certificate and CMC.

The equipment and machinery in the laboratories/workshops are calibrated and maintained in coordination with the lab workshop In-Charge on the advice of HOD through ISSG.

IT FACILITIES:

Campus has a Department of Information Technology which looks into the IT related matters. Computers are maintained in the Institutes by "Information System Support Group (ISSG)".

This division provides integrated IT services such as smooth running of automation, up-gradation and maintenance of automation package, college website, biometric services, troubleshooting of hardware, networking equipment including internet connectivity, procurement of hardware & software.

LIBRARY:

The library is headed by Librarian who supervises both U.G. and P.G. library. He is supported by an Assistant Librarian, supporting staff (Senior and junior clerks) for Journal and Reference sections.

In addition to the above staff, junior safety assistants and attenders help the students in searching and lending books in the library.

Suggestion box is installed inside the reading room to collect user feedback. Continuous feedback provided helps in introducing new ideas regarding library enrichment.

To ensure return of books, 'no dues' from the library is mandatory for students before appearing for exams.

PHYSICAL EDUCATION:

Physical directors of the Physical Education department educate the students on importance of physical fitness & are assisted by support staff to make the play field ready for sporting events and providing play kits.

Maintenance of the Sports, Residential and Recreation facilities is done by the Civil Engineering Department in coordination with the Director for Students' Welfare, Proctor and the Physical Directors.

Additionally:

Policy details: Maintenance committees at each level of the institute are in place for smooth functioning. The meetings are held regularly.

File Description	Document
Any additional information	View Document
Links for minutes of the meetings of the Maintenance Committee.	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.9

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
736	699	601	391	254

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	View Document
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	View Document
Institutional data in prescribed format	View Document
Copies of sanction letters from the University / non-government schemes	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document

5.1.2 Institution implements a variety of capability enhancement and other skill development schemes

1. Soft skills 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: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document

5.1.3 Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.

Response: 10.08

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
632	633	768	369	308

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Program/scheme mentioned in the metric	View Document
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	View Document
Institutional Data in Prescribed format	View Document

5.1.4 The institution has an active international student cell

Response:

The KLE Academy of Higher Education and Research (KAHER) is one of the preferred centers of learning for International students. Over a period of time KAHER has transformed into an Institution of excellence of global repute. Every year the Institution receives a good number of international students, thus making our campus more diverse and multicultural. The Institution takes all efforts to provide a conducive environment and learning atmosphere for the students from diverse cultures.

KAHER has an active International Student's Cell that caters to the needs of the foreign students by assisting them in the admission process and other needs during their stay in India. The cell guides the students in financial formalities, as well as visa and passport processes. The office of International student's cell helps them to comply with legal formalities like No Objection Certificate from Ministry of

Health and Family Welfare, Ministry of External Affairs, Ministry of Home affairs and registration with Foreigners Registration Office, obtaining equivalence certificate from AIU, getting residential permit, execution of affidavit and all other formalities as required by various Government authorities.

One senior faculty is appointed as the International Students Advisor, he / she acts like a local guardian and maintains complete profile of these students. There is NRI student representative (preferably 3rd year student) in Student Council of the Institution, who acts as a facilitator for their grievances. The campus has separate NRI Hostels customized to their specific needs' including mess facilities suited to their palate. Students are taught regional language to help them converse with the patients. Remedial coaching for the English language is also offered. The overseas students are oriented regarding facilities available on the campus and off-campus. The International students participate enthusiastically in all co-curricular and extra-curricular activities facilitated by the cell. The goal of the International Student Cell is to maintain ease of interaction for all students enrolling in the University.

The Cell also provides technical and logistic support to facilitate the Professional Student Exchange Program conducted by Thomas Jefferson University, Philadelphia, University of East Anglia, Norwich & School of Nursing, Chitwan, Nepal. This Cell in association with the International Federation of Medical Students Association, conducts the Professional (SCOPE) and Research (SCORE) Exchange Program. To date, 39 students from various International Universities have visited J. N. Medical College and 11 of our students have visited Foreign Universities. These student exchange programs have given an International recognition and perspective to the Institution.

Two of the constituent's units of KAHER have specific Overseas Student's Welfare Committee. The primary objective of this Committee is to cater to the safety, comfort and adaptation since their arrival in the Institution. It also monitors their progress and facilitates their curricular and extracurricular needs. Malaysian students of the Institution organize cultural feast every year.

All these activities help to make the stay of International students comfortable and their educational experience meaningful. The cell gets a positive feedback from the international students for their efforts in facilitating all these.

File Description	Document
Links for international students' cell	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
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	View Document
Institutional data in prescribed format	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: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 78.45

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
118	92	79	82	49

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
161	139	101	110	49

File Description	Document
Pass Certificates of the examination	View Document
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

Other Upload Files	
1	View Document

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 22.43

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
236	342	285	226	207

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document

Other Upload Files	
1	View Document

5.2.3 Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 20.19

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 270	
File Description	Document
Supporting data for student/alumni in prescribed format.	View Document
List of students who have progressed to Higher education preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.3 Student Participation and Activities

<p>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years</p> <p>Response: 268</p>											
<p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>136</td> <td>28</td> <td>26</td> <td>60</td> </tr> </tbody> </table>		2019-20	2018-19	2017-18	2016-17	2015-16	18	136	28	26	60
2019-20	2018-19	2017-18	2016-17	2015-16							
18	136	28	26	60							
File Description	Document										
Institutional data in prescribed format	View Document										
Certified e-copies of award letters and certificates.	View Document										
Any additional information	View Document										

<p>5.3.2 Presence of Student Council and its activities for institutional development and student welfare</p> <p>Response:</p> <p>KAHER has a well-established student council. This is a forum “of the students, by the students and for the students”. The Institution aims to instill the values of self-motivation, self-confidence and inculcate in them social, community, and environmental responsibilities. It strongly believes that students gain and enhance their time management, communication, team work, resource management, and leadership skills through their participation in various activities and therefore strongly encourages student empowerment.</p>
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Each constituent unit of KAHER constitutes a vibrant Student Council. It consists of elected and nominated student members. The nomination is based on merit, talent and their passion for participation in extracurricular activities. The Student Council consists of President, Vice-President, General Secretary, Co-General Secretary, Staff in-charges, six to nine sub committees and few members in each committee. Council members have representation in various Academic and Administrative bodies such as IQAC, College Council, Library, Hostel, Board of NSS, Board of Sports & Physical Culture, Board of Extra-Mural Studies, Information Bureau & Placement Cell etc.

The Council members play a pivotal role in promoting a vibrant environment amongst the students and in coordinating and conducting various events relevant to academics, co-curricular and extra-curricular activities such as sports, cultural, literary events, NSS, orientation programs, blood donation camps, environmental awareness programs and sensitization programs on anti-ragging and gender bias. Student Council members also actively participate in the celebration of Independence Day, Republic Day, Sadbhavan Day and International Yoga Day. They participate in debates, discussions, competitions, publication of college magazines, bulletins, industrial tours, vanamahostav, Swacha Bharat Abhiyan, social service. The students through some innovative activities like role play, cine education etc. spread awareness on important issues like hand washing, ill effects of tobacco, immunization, road safety, safe use of medicines. They also conduct relevant awareness programs on World Cancer Day, International Women's Day, World TB Day, Oral Hygiene Day, etc.

Council members participate in the meetings conducted regularly and provide their valuable inputs on planning, execution of all activities on campus. They communicate the problems faced by students to concerned in-charges and college administrators and act as mediators to encourage healthy understanding between faculty and students. They provide strong support in the administration of hostel affairs, mess and cleanliness committees. The planning and conduct of cultural, literary and sports activities managed by the Student Council members under the guidance of the concerned in-charges and help in organization and management of events. The involvement of students in the Academic and Administrative bodies of the Institution has led to the enhancement of teaching-learning including curricular reforms, research and promotion of student-centric activities.

To conclude, the Student Council help in sooth conduct of all academic and extra-curricular activities, communication and dissemination of student centric information, discussion and resolution of issues pertaining to students and campus affairs. All these activities contribute to the overall development and welfare of the Institution as well as in shaping professional, social and moral attributes of the students. They also contribute to the development of leadership quality among students.

File Description	Document
Links for Student Council activities	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 22.8

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
23	25	24	22	20

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	View Document
Institutional data in prescribed format	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The constituent colleges of KAHER have a long history of excellence in education. JN Medical College is 55 years old, KLE Ayurveda College is 85 years old, College of Pharmacy, Belagavi is 52 years old and other constituent colleges are in existence for more than 25 years, thus KAHER has a strong and illustrious alumni base. The Alumni Associations at all the constituent colleges are registered. More than members of alumni association. The Alumni Association conducts alumni meets for students. The Institution is proud of its brilliant alumni who are spread all over the world and adorned respectable positions in different areas of health care, education, industry, academia and research.

Some of the distinguished alumni from various colleges are

1. Dr Sacchidanand Vice Chancellor, RGUHS, Bengaluru,
2. Dr Nitesh Bansal, Registrar, Rishihood University, RGUHS, Sonapat, Haryana,
3. Mrs Usha Bhandari, Assistant Director, Nursing Medical Education, Karnataka State Nursing Council, Bengaluru,
4. Mr B T Khanapure, Drugs Controller, Karnataka,
5. Dr Ravindra Shisve, Joint Commissioner of Police, Pune, Maharashtra,
6. Dr. Tejaswi Naik, District Commissioner, Madhya Pradesh,
7. Mr Shivesh Punit, Senior Research Specialist, Children Hospital, Los Angeles, California and
8. Mr. Sadanand Chavadi, Chairman & Managing Director, Feron Health Care Private Ltd., Hyderabad.

There are many more who have carved a name for themselves and their alma-mater. They have achieved glory and success in their personal and professional lives.

The Alumni Associations have contributed greatly to the Institution and Society at large in the following aspects:

- The Alumni are a huge talent pool whose guidance is beneficial to the Institution and the students. They help in organizing scientific and entrepreneurs meets, play an active role in mentoring the students.
- Contributing in cash and kind towards the purchase of books, instruments, instituting gold medals in different specialties, the establishment of faculty recreation club, and other development activities.
- The alumni share on regular basis their expertise, skills and best practices through guest lectures and workshops. They have contributed to the personal development of delegates.
- Associations help in the arrangement of on/off campus interviews and support the students for research, higher education, job opportunities and placement.
- Alumni provide valuable suggestions and feedback on improvement in infrastructure, curriculum enrichment, and newer trends in the profession.
- The distinguished alumni are felicitated during the alumni meets to honor their contributions and services to the society. The Institution has signed MoU with distinguished alumni and their organisations for Skill training of post graduates in the form of student exchange program.
- Alumni are also involved in conducting social awareness programs, blood donation and free health check-up camps.

The alumni with their successful careers have created a good image of the Institution. The Institution has many distinguished alumni who have contributed immensely to the Society. The alumni are real brand ambassadors of the institution and have immensely helped in building the “KLE Brand” in health professions education.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Link for details of Alumni Association activities	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: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Certified statement of the contributions by the head of the Institution	View Document

NAAC

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:

KLE Academy of Higher Education and Research (KAHER) (Deemed-to- be University) has clearly stated vision, mission, goals and objectives. The motto depicted on the Institution Emblem “EMPOWERING PROFESSIONALS” is in sync with vision and mission. It is displayed at prominent places and on Institutional website. All academic, administrative, co-curricular and extracurricular activities are linked to the vision and mission statements. KAHER functions in accordance with the ethos and rich legacy of philanthropy and charity of the founders of parent organization, namely the KLE Society. KAHER works towards fulfilling the vision “To be an outstanding University of excellence ever in pursuit of newer horizons - To build self-reliant global citizens through assured quality educational programs”. The clarity of vision and specific time bound goals and objectives have helped to frame academic and administrative policies. The leadership based on vision and mission has set up a road map for the growth and futuristic development.

The academic and administrative governance is functioning through participatory system of statutory bodies like:

1. Board of Management
2. Academic Council
3. Board of Studies
4. Planning & Monitoring Board
5. Finance Committee

Non-statutory bodies like:

1. Board of studies
2. Board of Examinations
3. University Department of Education for health professions
4. Internal Quality Assurance Cell
5. Board of Post graduate Training and Research
6. Research and Recognition Committee
7. Academic and Administrative Committee
8. Scientific Advisory Committee
9. Institutional Ethics Committee
10. Internal Complaint Committee

Academic Governance:

Department of Academic Affairs headed by Director-Academic Affairs regulates the Undergraduate, Postgraduate, Doctor of Philosophy curriculum, its revision and implementation. BoS of various faculties, Board of PG teaching, Research and Recognition committee etc. work in tandem for effective academic

governance. Academic Council is the final authority on matters of academic governance which is endorsed by Board of Management while seeking assurance from the council that the institution's academic governance is effective.

Administrative governance:

The administrative governance is transparent and participative. Quality Governance has greatly resulted in focused agenda setting, policy formulation and implementation. The administrative governance deals with HR policy, IT policy, Hospital Development policy, Research policy, Faculty Recruitment, Promotion policy etc. KAHER had framed 'Vision 2020' document at the time of its inception, 95% of the stated objectives in the Vision 2020 document have been fulfilled. KAHER has also framed a 15 years rolling plan and 5 year strategic plan during its participation in IOE by MHRD which is serving as a road map for its further development. Under the able guidance of Chancellor, Vice-Chancellor and other officials, the Institution has been able to effectively implement the stated policies. Because of the clarity of purpose the Institution has been able to make a mark in academics, research, providing health care and overall development of students and faculty. This is reflected in successive NAAC/NIRF rankings, recognition by UGC, MHRD, various statutory and regulatory councils etc.

The leadership ensures implementation and continuous improvement by active and constructive inputs from various stakeholders to reinforce a culture of excellence.

File Description	Document
Link for vision and mission documents approved by the Statutory Bodies	View Document
Link for report of 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 etc.

Response:

The leadership at KAHER is proactive. It is thoughtful to the current needs of all stakeholders and has a futuristic vision for its growth and development. It is well aware of contemporary best practices in higher education and particularly health professions education. It caters to all the needs for holistic and all round development of students.

The Chancellor is a visionary leader with a world view and is always striving hard so that the institution is recognized as one of the best nationally and globally. Under his leadership the institution has taken great strides in developing world class infrastructure, forays in research and qualitative as well as quantitative growth of Institution.

The Vice-Chancellor is a renowned academician, apart from being a noted surgeon, he is specially trained in Health Professions Education and Leadership. He is passionate about bringing innovative T-L practices,

use of technology in education, furthering research agenda and is always in pursuit of excellence.

The Officials of Institution, various Heads of colleges, Deans and Directors are experts in the field and contribute significantly for the progress of Institution.

With this team of dedicated and committed leadership the Institution has been able to create a positive environment for its sustained academic and professional growth.

Organogram of the University represents decentralization and participative management in both administrative and academic practices. Administrative posts are rendered on rotation basis as a qualitative measure for enhancement of administrative skills and competencies for effective academic administration. Bye-laws and MoA are stringently followed that are appropriately revised and amended.

The University focuses on identifying organizational needs, develop e-governance strategies, contributing to the organization's management system all of which have demonstrated continuous improvement and reinforced culture of excellence in administration, academics, research and other extracurricular activities by creating policies, planning strategies for implementation and obtaining feed backs for improvement.

Apart from various Statutory Committees for the ease of administration, a decentralized and participative management strategy has been evolved. The governance is supplemented by formation of various other committees to delegate its responsibilities. The office of Directors of Students Welfare, Academic Affairs, University Department of Education for Health Professions Education & Research Foundation, Student Council, Alumni etc. are created. They ascertain that academic and extra-curricular activities are conducted as per the calendar of events. A centralized finance section of the university prepares the university budget and manage & supervise accounts of all the constituent units.

The rules and regulations framed by the university are followed by the constituents units. Every unit has their internal governance structure for the systems management. The Heads of the unit are delegated with full academic freedom to follow the curriculum suggest changes after discussing in board of studies for implementation. Principals of the constituent colleges are also given financial freedom for gainful utilization of budgetary provisions.

The effective leadership is visible in all round progress of the Institution with its unique and innovative practices which are followed by many Institutions.

File Description	Document
Link for information / documents in support of the case study	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The Institution has well drafted strategic plan, this is based on Vision and Mission. The leadership and officials of the Institution deliberate regularly for developing and monitoring its long term policy for growth and development. This is documented in the form of strategic plan. KAHER, since its inception has drafted a vision document, 'Vision 2020' that was conceived in 2006, demarcating development under 3 stages, namely immediate goals, midterm goals and long term goals.

At regular intervals the vision document was visited to monitor and analyze the progress and achievements. The Institution has fulfilled 95% of its objectives stated in the 'Vision 2020' document. The unfulfilled goals were critically viewed to assess the reasons of un-accomplishment. Feedback from all stakeholders and administrators helped in redefining the goals to make it achievable.

The institution is working with the newer set of goals towards research, teaching-learning, infrastructure, use of ICT and advancement in patient care that are planned, prioritized and phased to be achieved in 5, 10 and 15 years.

Heads of each constituent college presents a perspective plan for the growth, development and quality initiatives framed for their college at the beginning of each year. The conclusive meetings at the year-end summarize the work done. IQAC plays a pivotal role in effective deployment of these plans.

Some of the salient features of the perspective plan include:

Research: Initialization of Research & Development, Center For Tissue Culture, Cell Repository, Genomics, Nano Medicine, Biomarkers, Organ and tissue culture, Radio Immunoassays, Micronutrients, Communicable and Non Communicable diseases.

Teaching– learning: Introduction of innovative, student centric T-L practices, use of technology in education, introduction of Humanities in Medical education, establishment of joint programs and student exchanges.

Infrastructure: University boasts of excellent infrastructure facility for teaching-learning, research and other support services. Our immediate plans include hospital development, establishment of various computer labs, ICT facilities for teaching-learning and administration, development of E-resources, enhance usage of renewable energy and maintain the clean green campus.

For the effective deployment of Institutional strategic plan the leadership provides adequate human as well as financial resources, take a periodic review and monitor its implementation.

File Description	Document
Any additional information	View Document
Link for Strategic Plan document	View Document

6.2.2 Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Response:

There are various statutory and non-statutory committees at KAHER for ease, effective and efficient administration. These committees help in developing and deployment of Institutional policies. KAHER organogram reflects how the functioning such as allocation of task, co-ordination and supervision are directed towards fulfillment of responsibilities to achieve their aims and objectives. The organizational structure defines the rules, regulation and road map to achieve it.

Decentralization of responsibilities under different heads helps in efficient functioning of the university. Each section: i) designs the job to be done ii) prepares policy document / standard operative procedures iii) establish reporting mechanism (review meetings) & iv) co-ordinate activities.

This has helped in faster decision making, improve efficiency, better performance, avoid repetition or duplication of work and have better visibility and communication.

Policies:

KAHER has well-formed policies and procedures in place. These look in to efficient functioning of human resource management, finance, information technology, research, consultancy and infrastructure development to ensure quality and the internal operations in compliance with all applicable laws, regulations and appropriate recommendations.

The Institution scrupulously follows the MoA based on guidelines issued by UGC. The current MoA is based on UGC guidelines 2019 for Deemed-to – be Universities. The University has taken extensive measures to imbibe quality in to its academic and administrative units. The statutory bodies like Board of Management, Academic Council, Planning & Monitoring Board and Boards of Studies etc. always have specific agenda related to academic and administrative governance.

Administrative setup:

The administrative set up as defined in Organogram is followed in letter and spirit for effective functioning of the Institution as defined and governed by the Act, statutes and ordinances framed.

- The Vice-Chancellor is the academic and executive officer of the University who looks into the working of the University and coordinates with Chancellor through the Board of Management. As the Head of the institution, he chairs all statutory and non-statutory bodies and provides leadership to the University. Internal coordination with Registrar, Controller of Examinations, Finance officer & Principals takes place on regular basis as per calendar of events or otherwise if need be. The Calendar of Events has been followed without deviation.
- 29 Statutory Bodies of the University function under strict supervision of Hon Vice-Chancellor and Registrar.
- Interaction with its stakeholders takes place through Parent-Teacher Association, Alumni association and feedback systems.
- The University has been striving to establish a culture of excellence in administration, academics, research and other extracurricular activities. Culture of excellence is reinforced by establishing policies, planning strategies for implementation and obtaining feed backs towards improvement.
- Organizational needs have been identified and strategic planning is done to fulfill the gap.

- **Appointment procedures and service rules :**

The Institution has transparent appointment procedures and well defined service rules. Roles and responsibilities of all posts are defined for the required services. The 'code of conduct' document further specifies the required attitude, behavior and ethics and professionalism.

File Description	Document
Any additional information	View Document
Link for Annual Report of the preceding academic year	View Document
Link for organogram of the University	View Document

6.2.3 The University has implemented e-governance in the following areas of operation

1. Planning and Development
2. Administration (including Hospital Administration & Medical Records)
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	View Document
Any additional information	View Document

6.3 Faculty and Staff Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

The most valuable asset at KAHER is its human resources. The faculty and staff in the institution are not only experts in their field but are deeply committed partners in growth of the Institution. The Institution reciprocally has adequate welfare measures for its teaching and non-teaching staff. It provides a safe and conducive working atmosphere with equity and inclusiveness as its principles.

KAHER understands that high level of employee well-being will increase productivity, reduce absence from work, help retention and have engaged work force.

Welfare schemes have created efficient, healthy, loyal and satisfied workforce as university follows monitoring of working conditions and creating harmony through various welfare schemes. The welfare measures for teaching and non-teaching staff are :

- Transparent, accessible, inclusive and decentralized work set up that gives enough flexibility.
- Staff welfare fund, PF, Gratuity, Indemnity, ESI and Health Insurance Schemes.
- Health, Housing, Maternity leave benefits, health card facility in attached quaternary care hospital.
- Sabbatical leave for further studies /training, deputation
- Opportunities for acquiring competencies and necessary skills towards professional development, skill enhancement of staff through continuing development programs by University's Department of Education for Health Professions, Medical education Technology & QIP Centre's.
- Seed money, Research funds, Incentives for Scientific Publication and Writing Books, Extraordinary Clinical Services etc.
- 50% fee concession towards Ph.D. for in house faculty.
- Travel grants & recognition towards attendance of National and International scientific programs.
- Opportunities to faculty for national and international faculty exchange programs
- Cash incentives and awards for Best Teacher, Best non-teaching employee/Support Staff.
- Staff quarters
- Wi-Fi campus, Baby crèche, transportation facility for children, fitness facilities like gymnasium, swimming pool, indoor stadium, food courts, nationalized bank and post office, etc. within the campus.
- Prompt & effective Grievances Redressal Cell.
- Employees' Co-operative Society of KLE is established and its membership is optional for all the employees. Subsidized loans upto 3lakhs made available for eligible employee.
- Reservation and fee concession in education to the children of the employees at all KLE Institutes with preferential admission, reservation of 2.5% UG and PG seats in all courses on merit basis.
- Services are also extended to deserving faculty members who reach age of superannuation up to the age of 70 years
- Staff Welfare Fund Scheme for teaching and non-teaching staff of the university & its constituent colleges. This is a voluntary monthly contribution based scheme, in which Rs.50,000 is paid as ex-gratia amount from the fund of the scheme to the family in case of any staff member's untimely death during his/her service (irrespective of the service duration).
- Free education at KLE Institutes for class IV employer's girl child.
- Dress code and free uniforms to non-teaching staff.

This has helped in keeping the morale and motivation of the workforce high and has helped in a high retention rate.

File Description	Document
Link for policy document on 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:** 8.79

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
38	77	61	81	59

File Description	Document
Policy document on providing financial support to teachers	View Document
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document
Institutional data in prescribed format	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years**Response:** 101.4

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
108	114	120	98	67

File Description	Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	View Document
Any 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: 48.41

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
381	372	367	350	285

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	View Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Annual reports of the IQAC and the University for the last five years.	View Document
Annual reports of the AQAR submitted to NAAC	View Document

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

Response:

The Institution has a well-developed, well-structured performance appraisals system for its teaching and non-teaching staff. It includes both a holistic overview and an objective approach for performance of an individual. It helps to assess application of knowledge, ability to perform, handle responsibilities at work and demonstrate skills and ability to complete the task. This is related to attitude and personality.

The Institution has been following a performance appraisal system that is beneficial to the organization and also to the teaching and non-teaching staff. The institution is able to govern the efficiency of the employees and at the same time employees to introspect their performance. This helps to recognize talents and skills of the employees and support them for skill and career development.

Performance appraisal system for Teaching staff :

Performance appraisal system for teaching staff is as per the policies for regularization of staff, timely increment, incentives, leave facilities and promotion.

The performance of all the employees is reviewed on various parameters like knowledge, skills, expertise, experience, discipline, work out put in terms of clinical services, publications, funded projects, students and peer feedback etc.

Promotion of the staff is as per the norms of the regulatory council. Incremental appraisal policy report is scrutinized for consideration increment / promotion. Faculty submits a self-appraisal report that includes : qualifications, teaching experience, participation in educational programs, innovations and/or contribution in teaching during the year, improvement of professional competence, extension work / community service, conference attended/paper presented, research projects, publications, contribution to / implementation of educational methodology and technology etc.

Scientists are assessed for their ongoing research, research output, research publications, presentations made at different platforms, development programmes attended, funding/grants received and their contribution towards effective functioning of research center.

Based on the performance appraisal analysis, recommendation for yearly increment and / or promotion is finalized. The employees who do not fulfill the requirements are counseled and trained to attain the required competencies.

Performance appraisal system for non-teaching staff :

Non-teaching staff are assessed by obtaining confidential report from the HOD or unit in charge for the yearly increment. The report includes discipline, efficiency, dedication and improvements in abilities.

Based on the performance appraisal analysis, recommendation for yearly increment and / or promotion and continuation of service is finalized. The employees who do not fulfill the requirements are encouraged and trained to attain the required competencies.

File Description	Document
Link for performance appraisal policy of the institution	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:

KLE Academy of Higher Education and Research is primarily a self-financed Institution and manages its own resources. Its policies / mechanism are largely governed by UGC and various statutory councils. Funds are generated through tuition fees, funded projects, funded research projects, clinical trials and through hospital services and schemes.

The Board of Management and finance committee of the University ensure optimum utilization of assets. All constituent colleges prepare their budget for expenses regarding academic activities, salaries, research and augmentation of infrastructure. The financial planning & position of the university is deliberated upon in the meetings of these boards. Based on the needs and availability of resources, prioritization is done and all of which are dependent on effective financial resource management (capital budget and operational budget). The strategic plans have tried to balance between external funding challenges and the ongoing necessary internal improvements to sustain and enhance the quality measures.

Major internal resource mobilization is through fee collection (registration fees, tuition fees, transfer fees, migration fee, annual fees, processing fees, medal deposit, donation, examination fees, fines and penalty, evaluation fee, convocation fee, sports etc.) and external revenue generation is through, research funds and income by consultancy services. Other sources include schemes by government on certain treatment facilities at hospitals, grants received for conduct of educational / professional programs, and some philanthropic donations towards hospital food services.

Budget proposal for the constituent colleges are prepared after consultation and is based on the statutory requirements and estimated income. The budget proposal is reviewed by the university finance committee before sanctioning. Any variation in expenditure above the sanctioned budget is approved only after being ratified by the finance committee.

The Finance committee finalizes the total budget for the university including all 9 constituent units for the forthcoming financial year. After approval of finance committee the budget is placed before the Board of Management for final approval and implementation.

The audited income and expenditure statement is described under different headings like academic / nonacademic expenditures, professional development, infrastructural maintenance / development etc. for the University and for the all the constituents units. Purchases are made with the recommendations of duly constituted purchase committee. Approval at various levels is must for bank withdrawals. The financial statements are also made available on University website to UGC and any other autonomous assessing agencies (NIRF / NAAC).

File Description	Document
Link for procedures for optimal resource utilization	View Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	View Document

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 32775

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4252	8368	7376	6919	5860

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View Document
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	View Document

6.4.3 Institution conducts internal and external financial audits regularly

Response:

One of the hallmarks of KAHER is its adherence to strict financial discipline. Budgeted expenditure is only permitted. Standard operative procedures as specified in the rule book and bylaws are followed for expenditures.

Mechanism for financial transaction is as follows :

- Submission of proposal on budget allocation by the Principals of all constituent colleges (as per the requirements made by the heads of the Departments) to the University before the commencement of every financial year.
- The final budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, cost of other consumables and non – recurring expenses like equipment and other infrastructural augmentation expenses.
- The depreciation costs are considered and included in the budget every year.

Compliance for financial transactions is ensured by established mechanism of internal and external audit per year. Audited account statements are placed for approval to BoM.

Internal audit: The Institute has own internal audit mechanism (ongoing process) to verify and certify the income - expenditure and the capital expenditure of KAHER each year. A thorough check and verification of all vouchers of the transactions of each financial year are carried out by a team of staff supervised by qualified internal auditors from external resources appointed permanently. The income and expenditure details are thoroughly verified and the compliance report is submitted to the University and to the principals of constituent units.

External audit: An external audit is carried out systematically once a year. The chartered accountants audit the accounts of the University as per the government rules. There have been no major audit objections so far. For any queries the supporting documents are made available within the prescribed time limits. Precautionary steps are taken and rectification is done immediately when minor errors of omissions and commissions are pointed out by the audit team and care is taken to avoid such errors in the future. The Board of Management reviews the report. The audited statement is duly signed by the authorities of the management and chartered accountant. Thus adherence of financial transparency is being maintained at all levels that appropriates use of funds or properties of the institution.

Annual budgeted statement is also submitted to AISHE.

File Description	Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	View Document
Link for policy on internal and external audit mechanisms	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Establishment of IQAC is a proposition by NAAC of every accredited institution as post accreditation

quality sustenance and enhancement measure.

IQAC of Institution was established on 06-04-2007, much before the first accreditation (2010(CGPA: 3.14) by NAAC that has been looking into self and external quality evaluation. IQAC is framed in accordance with the guidelines of NAAC. Hon. Vice Chancellor works as a Chairperson of IQAC, due representation of different stake-holders and external members make up a team of 32 members in IQAC. Apart from this all constituent colleges have Internal Quality Assurance cells and these function in conrescence with Institution IQAC and also independently.

Mechanism: The IQAC acts as a catalyst for all the quality initiatives in academic, administrative, research, clinical services, student support, and governance among others. It is not only mandated to sustain the quality initiatives, but to enhance them and evaluate its impact it does so by collection of data from various units, its analysis, presentation to all stakeholders, implementation, outcome, its evaluation and feedback. The compiled and analyzed data is utilized towards submission of AQAR and institutions participation in accreditations and rankings.

IQAC of Institution conducts regular quarterly meetings as per calendar of events. The meeting is with specific agenda that is circulated well in advance. The work done and work planned for next session of all constituent Units and various departments of Institution are discussed. These include academic matters like student centric methods of learning, newer teaching –learning modalities, use of ICT in teaching and nonacademic activities like environment concerns, social responsibilities on the institutions or quality sustenance and enhancement measures in other area. Deliberations of the meetings, proceedings and the action taken report are well maintained. The facilitative and participative suggestions of the management and members have helped to reduce deficiencies and enhance quality of services offered by the Institution.

In the first IQAC meeting of the year all Departmental heads present the perspective plan for the year with regard to new course curricula, infrastructure, T-L practices, research, faculty development initiatives and other new initiatives. They also discuss its implementation strategy and resources required. Similarly in the last IQAC meeting of the year the accomplishments as well as challenges are discussed. IQAC coordinates this activity.

Since its inception IQAC has been following the objectives and functions as specified by NAAC

Following are some of the criteria wise quality initiatives undertaken by IQAC in last 5 years.

Criteria I:

- Starting of new programs / courses and periodic revision of curricula.
- Apart from regular courses, all constituent colleges were oriented to identify various value added courses.
- Implementation of the same and progress made by the constituent colleges on value added courses was reviewed
- Orientation to all colleges on Program Outcomes and Course Outcomes and their alignment with students performance
- CBME updates on curricular reforms and how all medical faculty have been trained in outlining the course
- Orientation on framing the feedback questionnaire, discussion on analysis of feedback and overall strengthening the feedback system.

Criteria II

- Training of teachers on e-content development
- E- Content development and its effective utilization. To deliver e-content on various technology platforms for participatory blended learning.
- Training the faculty on various learner centric methods (flipped class room, blended learning) by faculty development units and its implementation in all constituent colleges
- Training for students to use student's software and encourage staff members to use interactive software to know students' performance.
- Methodologies adopted by Constituent colleges to identify slow and advanced learners
- IQAC with the help of Department of Academic Affairs and examination section has conducted study on the incremental academic growth of students. The process has helped to gauge student's learning.
- Automation and strengthening of University Examination system
- Writing Retreat for developing and validating Question Banks

Criteria III

- Review of research publications in various indexing data bases and review of funded projects by various departments
- Documentation of work under Incubation centers
- Orientation to staff and students regarding incubation centers and scopes available in these centers
- Research work progress made in incubation centers
- Training in research methodology, grant writing, IPR filing etc.
- Discussion and directions on Status of MOU's and collaborations & its outcomes.
- Coordination of various extension activities with its outcome and impact.

Criteria IV:

- Infrastructural requirements of various units and its upgradation.
- Development of new facilities like research labs, computer labs, simulation center etc.
- Effective use of library resources.
- Orientation on importance of NABH accreditation of hospitals and NBA status of colleges.
- Quality improvement in hospital services.
- Internal and external green audits
- Orientation to all constituent colleges on participation of Institution in cleanliness drive, appreciable use of renewable energy and rankings towards the same by MHRD **Criteria V:**
- Planning of various co-curricular and extra-curricular activities.
- Orientation to students on use of Contineo Software through student's portal.

Criteria V:

- Planning of various co-curricular and extra-curricular activities.
- Orientation to students on use of Contineo Software through student's portal.
- Orientation of students on automation of exam section and their accessibility through student's portal to login, apply online, generate hall tickets, check the results and generation of provisional marks card.

Criteria VI:

- Training towards UGC review committee visits
- Training to IQAC coordinators of the constituent colleges on NIRF participation.
- Training to all heads of the institute and IQAC coordinators on QIF guidelines by NAAC
- Orientation to all heads of Institutes and IQAC coordinators of constituent colleges on NAAC's New Health Science Manual
- Review of various committees, and its composition.
- Framing of various Institutional policies (Research, ICT, HR, Purchase, Budget, Campus maintenance etc.)
- Review of incentives and grants, seed money for research projects and publications
- Briefing on Conduct of academic and administrative audit
- Leadership retreat
- Timely AQAR submission to NAAC office.

Criteria VII

- Discussion and sharing of best practices in each Constituent colleges
- Visits to Centers of excellence and other Universities for exchange of Best practices and new learning.

File Description	Document
Link for the minutes of the IQAC meetings	View Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View Document
Institutional data in prescribed format	View Document
e-copies of the accreditations and certifications	View Document
Annual reports of the University	View Document
Link for AQARs prepared by IQAC.	View Document

6.5.3 Impact analysis of the various initiatives carried out and used for quality improvement

Response:

The Institution is constantly striving to achieve excellence in academic, research and all its activities. It sets itself with goals and targets to be achieved in various domains of its function. It encourages and promotes innovation, creativity and novel out of box solutions for its endeavors. It reviews the implementation, outcome and impact of various quality initiatives that are undertaken. The impact analysis of some of the domains mentioned is as

Domain	Subject	Initiatives / Activity carried out	Impact
Curriculum	Revision of syllabi	All syllabi to be revised after thorough deliberations respective BOS.	132 syllabi have been revised last 5 years and changes are notified.
	Program outcomes and course outcomes	All teachers trained to frame program outcomes and course outcomes and how to align the course outcomes with internal assessments.	Program outcomes and course outcomes have been framed for all bachelor programs and mapping is carried out on tri basis.
	Feedback	Obtaining feedback and its timely analysis	The feed backs have been integrated to the exam section software, modifications made based on feedback
	Students performance	Student's performance evaluated after formative/internal and summative examination by respective teachers and faculty mentors.	Identification of slow and advanced learners, special coaching and remedial classes for them. Departmental evaluation done based on students' performance.
Teaching-learning	Student centric T-L methods Use of technology	UDEHP conducted 95 workshops for the faculty on various methods student centric methods e- modules have been developed	The improvement in the performance of students in examination. Positive feedback from the

	High engagement learning strategies.	<p>and are made available to the students.</p> <p>All have largely been appreciated by the Students.</p> <p>e- modules are made available to the students on different platforms</p> <p>Adoption of new student centric methods like PBL, CBL, flipped class rooms</p> <p>Competency based education along with didactic lectures</p>	<p>students on innovative T-L practices.</p> <p>Faculty trained in various teaching technologies.</p>
Assessment process	Making the assessment process transparent, secure and time bound	Complete automation of the examination system, simplification of examination process, introduction of new assessment methods in internal examinations.	<p>Holistic and authentic student assessment</p> <p>Declaration of the results within 2-8 days.</p> <p>Eliminating the human error</p>
Research	To augment overall research output	<p>Conduct of workshops on various research related topics.</p> <p>Foster collaborations.</p>	<p>Publications and funded projects increased significantly.</p> <p>More than 230 collaborations effective research outputs</p> <p>Research policy Reframed</p>
Administrative reforms and financial management	<p>Ease, access and accountable administration</p> <p>Transparent financial management</p>	<p>Decentralized, participatory administration through various committees.</p> <p>Financial discipline with regular internal and external audits.</p>	<p>Clearly demarcated roles and responsibilities, development SOP's and various policy guidelines.</p> <p>Getting a clear picture of financial health of Institution</p> <p>Deployment of funds with purpose and priority for institutional development.</p> <p>Well-structured budget and income & expenditure statements</p>

File Description	Document
Any additional information	View Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	View Document
Link for additional information	View Document

NAAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

KAHER is proactive in practicing gender equity policies in all its activities from admission to academics to administration. It has a strong dynamic and vigilant Women Empowerment Cell.

An appreciable representation of girls in all disciplines of medical science mirrors the gender equity quotient of Institution.

Institution and its colleges have appointed significant number of women in administrative hierarchy and feel privileged to have fair number of them in authoritative and decision making positions. They have also been given access to fair allocation of resources and programs.

Being a health science institution, we have an edge over understanding subtle gender requirements through prescribed syllabi and curricula, which is again fostered with substrates by value added courses like '**Respectful maternity care**', '**National guidelines on infant and young child feeding**', '**Helping babies Breathe**' etc.

Nine NSS units of institution are reaching out to public to promote gender equity through vivid activities in different modes like radio talks, awareness camps through skits on female feticide and PCPNDT act **Under Flagship of Beti Bachao Beti Padhao**.

Women Empowerment cell: Teaching and Non-teaching female staff of Institution have been oriented by various activities and programs related to abuse of women at work place, legal awareness, cyber law, domestic violence, digital banking etc. since its inception. It is also conducting free camps on screening of breast cancer, cervical cancer, hepatitis, vaccination etc. Cell has taken up an extensive awareness programme on '**Adolescent girl education and prevention of violence**' for children (12- 15 years) in all KLE Schools in and around Belgaum. Cell is arranging frequent creative activities to **revive traditional skill** sets like Gonde making, Knitting, Soft skills and competitions (cultural, sports, cookery, creative activities) etc. Celebrated women achievers are invited to boost the morale. (eg:Sampat Paal, Leader of '**Gulab Gang**', '**Saalu Marada Timmakka**') at different occasions.

The Institution encourages employability of women for operating lift, battery cars and as security personnel.

Grievances Redressal and Internal Complaints Committee are framed according to UGC and committee for Gender Championship are in place.

Facilities to safe-guard women

- CCTV Surveillance, well-lit campus for easy and safe movement of the girl students
- Separate wardens and scheduled time for visitors at hostels

- Security personnel at different locations like college buildings, hostels, library, auditorium, at the gates and quarters
- Display of 24/7 helpline numbers
- Separate girls' and boys' common rooms
- 2 baby crèches in the campus (6 months- 5 years' children) with teachers and lady attenders.
- Official quarter of Principal located at a strategic point of the campus, and proctor appointed by the University ensures additional safety.

Co-curricular activities: Girl student's involvement in activities by NSS and empowerment cell for women includes collage making, debate, face painting, and skits with themes that depict gender equality.

The campus is thus gender safe and gender neutral

File Description	Document
Link for additional information	View Document
Link for annual gender sensitization action plan	View Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: Any Four of the above

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

7.1.3 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 KAHER campus has established norms and practices for degradable and non degradable waste management. Campus effectively manages all its waste through **Reduce, Reuse and Recycle** mantra. E-governance and ICT assisted administration has reduced paper utilization.

Waste Management & Disposal:

Bio-degradable and Non- Biodegradable waste are segregated and appropriately disposed as per SOP's. Institution has MOU with 'Belgaum Green Environment Management Pvt Ltd' approved by Karnataka State Pollution Board for its disposal.

Biomedical Waste Management:

Occupational Safety and Health Administration (OSHA) standards are followed to manage biomedical waste generated at hospital that includes segregation [color coded bags as mentioned in table], collection, transportation, storage, treatment and disposal with separate area for each. Bio hazardous waste is incinerated; ash generated is disposed in landfills. Hospital has unique feature of using heat produced by combustion of biomedical waste in the incinerator to heat up boilers. Steam produced is used in laundry and kitchen.

Particulars	Waste Type	Treatment
White Bag	Paper waste, kitchen waste	Shredding
Yellow Bag	Infectious waste:human tissue, surgical waste, bandages, dressings, solid plaster, beddings, pads, etc	Incineration
Red Bag	Infectious and noninfectious plastic waste: IV Bottles & Tubes, Catheters, gloves etc	Shredding & Sent to authorized vendor
	Puncture proof container	Incineration
Blue Bag	Glass waste (Ampule, vials etc)	Sent to authorized vendor

Organic waste segregation, disposal and recycling: Left over vegetables, food from kitchen sources and garden litter are converted to useful compost at various vermicompost units in the campus which is adequate for 100-acre campus.

Paper Waste: Gets shredded. Institution along with NGO's practices '**Raddhi to Buddhi**'. The income generated by selling raddhi is used to educate economically backward KLE employee's children. One child is being educated in a Medical College with such income.

Liquid waste management and Water recycling:

- Channelized into disinfection units positioned in the campus and treated
- **Sewage treatment plant** with capacity of 2000 m³/day helps to treat the waste generated from hospital to useful manure. Similarly, the domestic water waste generated from other buildings is treated using activated sludge process by extended aeration system. Thus, the treated sewage after chlorination is pumped for gardening at hospital garden [6 acres] and University campus [15 acres]. Recycled water and waste water of RO system is used for flushing toilets, cleaning and gardening.
- **Water treatment plant** has capacity of purifying 2.25 million litre/day. Similarly, soiled water is channelized to disinfection units prior to disposal.
- Pressure compensating aerators fixed to the taps saves 15-20% water. Display cards cautioning **Use Water Judiciously etc.** are placed at water source.
- **E-waste** is minimized by proper maintenance and repair. If found faulty they are properly disposed at vendor under an MOU.

Hazardous chemicals and Radioactive Waste management:

Hospital manages its radioactive wastes systematically [sealed and unsealed waste] through different storage chambers. AERB certification is obtained for all X-ray units.

Colleges are practicing **Green drive** by using **green memento** [plant saplings to guests] and **sapling plantation on staff birthday**.

File Description	Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for additional informaton	View Document
Link for Geo-tagged photographs of the facilities	View Document

7.1.4 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
Any additional information	View Document
Link for additional informational	View Document

7.1.5 Green campus initiatives 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: All of the above

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions / awards
- Beyond the campus environmental promotion activities

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Audit reports of the institution related to the metric	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: Any Four of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Additional information	View Document
Link for relevant geo-tagged photographs / videos	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 socioeconomic and other diversities (within 500 words)

Response:

- KAHER Deemed-to-be-University has an all India character. The students from different states, with different ethnicity, gender, culture, region, background etc. are admitted to various programs. The Institution therefore makes it a point that there is harmony, understanding and respect for each

other.

- Various inclusive practices are followed from the beginning of their course. During the induction/orientation programs innovative ice-breaking sessions are conducted. Students are encouraged to form heterogeneous groups where they can learn from each other about their culture, language, food hobbies etc.
- Institution is a hub of students from different parts of country and globe with different socio-economic-cultural background, their co-existence and involvement in every event organized by colleges on different occasions reflects the aura created for inculcating diverse values and inclusiveness.
- Students are posted to different departments of institution as part of rotational posting for enhancing knowledge quotient which in turn encounters linguistic opportunities and develops tolerance to other religious and cultural facet.
- Institution also organizes classes of regional language for out state students which exposes them to local traditional beliefs.
- Yearly organization of cultural and sports events at colleges encourages the students to showcase their traditional values in a graceful manner.
- Events like debates, elocution and essay competitions on current affairs have provided the space to express thoughts and understand importance of tolerance and harmony.
- TRINITY [cultural-literary-sports] – a mega event organized by University allow the students to participate in different capacitance like conceptualization, planning, executing and handling situations, which are confronting faith, regional, lingual and economic barriers. Students have anchored such events successfully which mirrors the tolerance and harmony.
- All students and staff collectively organize and actively participate in various events which
- Patriotic days : Independence Day (15th Aug), Republic day (26th Jan), Kannada Rajyotstava (1st Nov), National Unity Day, Basaveshwara Jayanthi, Sadbhavana diwas (28th Aug), National Youth day (12 th Jan) etc.
- Different festivals like Navaratri Utsav, Deepavali, Raksha Bandhan, Ganesh Chaturthi, Christmas, Onam, Dusserha/Vijaya Dashmi etc. are celebrated with brotherhood.
- Campus also has a ‘Kannada Balaga’ a student’s union that organizes many activities on Kannada Rajyotsava and Basaveshwara Jayanti.
- NSS has adopted 8 villages that exposes students to the rural areas and areas with lesser facilities. The volunteers have been able to mingle with the village population, school children and bring about awareness regarding ill effects of tobacco, harmful effects of plastic on environment, conservation of water and sanitation etc.
- Women Empowerment cell conducts a gala event called as ‘Deepotsav’ a cultural extravaganza for all teaching and non-teaching staff along with Rangoli competitions, Diya decorating competitions, ruffles and tassels which provide platform for cultural and lingual conglomeration.
- Campus also has International students’ cell that organizes gala events for International students backed up by their friends and colleagues.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Response:

Institution endeavors to develop individuals with Institutional & Social responsibilities besides being worthy health care workers and researchers with global competencies. Campus life has tried to inculcate values like dignity of labour, care and share etc. Different sensitization programmes are arranged to understand citizenship role & social responsibilities through participation in NSS, YRC. Students and staff are part of University lectures and workshops that impart knowledge on constitutional obligations which nurtures them into citizens with honesty and sincerity who are sensitive to the health needs of the community.

Through the various activities conducted round the year, the Institution sensitizes its students on their constitutional obligation towards values, rights, duties and responsibilities.

Some of the events and activities carried out are as:

The Institution celebrates National Constitutional day (DR.B R Ambedkar Jayanti), National Unity Day (Sardar Vallabhbai Patel Jayanti). Guest lectures, video film shows and events like 'run for Unity' are conducted on these days.

Swachh Bharat Summer internship Programme (SDSI) is being carried out since 2017 in adopted villages. Batch of 10 students worked towards Swacchata & environment awareness. They were awarded **Best district summer internship award (2019)**.

- **Unnat Bharat Abhiyaan:** Apart from awareness about cleanliness, ill effects of plastic and health camps other activities along with village panchayats are carried out in 5 adopted villages. Village survey and community needs assessment was carried out and one village was advantaged with rain water harvesting system.
- **At Ayurveda Campus of University National Anthem is sung daily evening at 5 pm**
- **Voters awareness SVEEP (10th Mar 2018)** lecture on voting process and rights of voters was organized in campus, Ashok nagar and shivabasavnagar.
- Observation of National days help them understand citizenship roles. **One of the students of Institute of Physiotherapy participated in citizen engagement Program for Smart City Project** organized by District Administration, Belagavi.

Youth Red Cross (YRC) committee is proactive and students are members of YRC who voluntarily donate blood, reflecting their compassion to the suffering.

Empowerment cell for Women: Extensive adolescent training to high school children of all KLE schools, lectures on 'Abuse at work place' organized for all teaching and non-teaching staff. **Cell also has received invitation to construct toilets in schools in the villages.**

Health camps: 100-year-old parent Philanthropic lineage of KLE Society has influenced all constituent colleges and hospitals to conduct more than 700 diagnostic and treatment camps during last 5 years that has made medical facility reach the needy and non-reachable.

Employees: All hospital employees are made aware of the patient rights, compassion towards patients and relatives and time management.

Post-graduates are oriented about the Human rights and Declaration of Helsinki as part of curriculum which shades them with high ethical values for medical practice.

Through the various social events, community outreach activities etc. the students become more aware about their obligations and learn the importance of commitment and responsibility.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document
Link additional information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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, administrators and other staff
4. Annual awareness programmes on code of conduct are organized

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Institutional code of conduct and code of ethics	View Document
Details of the monitoring committee of the code of conduct	View Document
Any additional information	View Document
Web link of the code of conduct	View Document

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

Response:

Institution and its constituent colleges take privilege in celebrating days of commemorative significance, utilize such days to infuse and embrace the values of sacrifice, empathy, perseverance, dignity, sincerity

and philanthropy. They are celebrated every year in different ways by integrating it in learning.

National commemorative days celebrated:

- **Independence Day (15th August) and Republic Day (26th January)** are celebrated at University and its constituents' units, some colleges **extend the celebration by awarding Best Non-teaching staff** for their selfless work attitude throughout the year
- **On Gandhi Jayanti (2nd October):** (International non- violence day) Students take part in **Non-violence Pledge and participate in Swatch Bharat** Abhiyaan. Bhajans are chanted by staff and students along with "School of Music" by highlighting ideologies & preaching's of Mahatma Gandhi.
- **Teacher's Day (5th September)** is observed by **awarding the 'Best teacher'** awardees from all constituent colleges and **'Teacher of Teachers'** are felicitated. Cultural events for teachers are organized by students.
- **National Youth day** awareness on life & work of Swami Vivekananda through motivational lectures by eminent personalities are organized, Also Debate & Essay competitions are held.
- **International Yoga Day (21st June):** 'Institute of Ayurveda "organizes an open yoga event for all age groups, staff and students in KLE Centenary Convention center.
- **Children's Day (14th Nov):** Department of Pediatrics organizes drawing, fancy dress competitions etc for children
- **World Health Day:** Guest Lectures and Sensitization to students on topics identified by WHO every Year (Eg: WHO 2017 theme: Depression) & radio talks through "Venu Dhvani" an in-campus Radio Station.
- **World Water Day:** Frequent Lectures on 'Save Water- Save Lives', 'rain water harvesting' etc are organized and recently **Dr. Rajendra Singh**, Myagadasay Awardee, **Waterman of India** was invited to share his knowledge on 'Water conservation (23rd July 2019)
- **Respective Constituent Institute celebrate** World Physiotherapy day (8th September): International Nursing Day [12th May], World Ayurveda Day etc by organizing various competitions
- **World AIDS Day:** Students organize and join rallies organized by DHO, ZP, Belagavi, District AIDS Control Unit, Belagavi for creating awareness on AIDS.
- **World Earth Day and World Suicide Prevention Day [10th September]** are celebrated by arranging lectures to pre-university students

The campus also celebrates

- **KLE Foundation day:** University and its constituents units participate along with other 270 institutes of KLE Society on 13th November every year to cherish the wisdom created by founders for future generations.
- **University Foundation day:** 13th April every year University Foundation day is celebrated by inviting luminaries in the field of science and deliver 'University Series of Guest lectures'.
- **Kannada Balaga karyakrama:** Kannada Rajyotsava (participates in tableau procession), Guruvandana programme and Basaveshwara Jayanti are celebrated by having literary fest.

The Institution is also responsive to **every current National event** which have **commemorative quotient** in a swift manner by commemorating the event namely Condolence to Pulwama martyrs, devastating effects of natural calamities with compassion and empathy.

File Description	Document
Link for annual report of the celebrations and commemorative events for the last five years	View Document
Link for additional information	View Document
Link for Geo-tagged photographs of some of the events	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1 :

1. Title of the Practice

Capacity building in Health Professions Education (HPE) through establishment of advanced HPE Departments in all constituent colleges to foster high engagement, innovative T-L ecosystem.

2. Objectives of the practice

1. To train health science professionals in basics and advances in educational technology.
2. To train teachers to achieve excellence in T-L practices and patient care through evidence based practice, clinical decision making and good clinical practice
3. To impart leadership qualities, social and executive communication skills in order to achieve continued professional excellence.

3. The context

Faculty appointments in Health Science Institutions are primarily made on their educational qualifications. There is limited or no training in teaching technology, learner centric activities, evidence based practice, leadership etc. There is therefore a great need for faculty development to implement curricular changes and making the learning experience meaningful. Further there is a shift in educational paradigm with focus now on teacher centric to student centric, knowledge based to performance based, classroom to blended and self and lifelong learning.

Recognizing these needs the Institution, since its inception has been focusing on capacity building of teachers so that they are able to give best to their students. KAHER is best known for its robust, innovative, student centric T-L methods for many years.

The Practice:

- In pursuit and furtherance of the same KAHER has established educational units in all its

constituent colleges namely, Department of Medical Education (DOME), Departmental of Dental Education (DDE), Department of Ayurveda Medical Education (DAME), Department of Physiotherapy Education (DPE), Department of Nursing Education (DNE) and Department of Pharmacy Education (DPHE)

- Apart from this the Institution has established under its ambit the University Department of Education for Health Science Professions (UDEHP)
- A number of faculties who have received advanced training in HPE in India and abroad undertake various faculty development initiatives in these Departments.
- There are more than 100 such faculty who have received advanced training (ACME), fellowships (FAIMER), Diploma (PGDHPE) and masters (MHPE) in Health Professions Education. Many of these faculty were trained as a part of collaboration of Institution with UIC and TJU, USA.
- These advanced educational units do a thorough needs assessment and regularly conduct basic and advanced training programs in teaching technologies and research methodology. This initiative has inculcated the research temperament in the students and faculty. They are exposed to various teaching tools, techniques and methodologies that has helped them to adopt to the learner centric education methodology.
- Many of the innovative practices related to education, health-care and research have been implemented at various levels.
- The faculty has been enriched with modern concepts through training and has successfully executed practice of latest methodologies like evidence based health care, implementation of Objective structured clinical examination and practical examination (OSCE/OSPE) for formative assessment, development of various curricula, incorporation of ICT in the classrooms, development of quality questions for question bank including multiple choice questions, short and long essay questions banks, pre and post validation of questions etc.
- There is enhancement in quality and number of research publications in research data bases and application of evidence-based practice in health-care.
- Analysis of the feedback on these programs by the participants is highly encouraging and has shown that there is improved personal and professional development in-terms of, knowledge gain, skills acquired, enhanced communication, organizational and managerial skills.
- A number of faculties are invited as resource persons in other institutions and professional bodies at National and International level.

5. Evidence of success

- One of the first (established in 1991) health science educational units in the country well before mandated by MCI. DOME of Medical College started faculty development program in 1991. They have conducted ten international workshops in collaboration with University of Illinois, Chicago, USA.
- In recognition of its activities DOME is granted a status as **MCI recognized regional training center** in imparting basic medical education technology for teachers of medical colleges since 2011.
- Further to this DOME is recognized as **Nodal Center by MCI for training teachers of 62**

medical colleges of Karnataka, Andhra, Telangana and Goa in advanced medical education technology.

- Department of Pharmacy Education is approved by AICTE as **National Nodal Centre for training of the teachers in Pharmacy**.
- Department of Ayurveda Medical Education is recognised by CCIM as a **Regional Center for Training to Teachers** of Ayurveda Medical College since April 2015.
- In last five years UDEHP has trained 4031 teaching staff from various colleges through 95 faculty development programs organized.
- Educational research resulting in publications and presentations.
- 11th National Conference on Health Professions Education was hosted by UDEHP in November 2019, with more than 900 registrations from all over India.

6. Problems encountered and resources required

- Teachers continue to carry forward the age old techniques in transferring knowledge, skills and practices. Motivation to accept change is a challenge and all institutes had to put in efforts to motivate the faculty to accept the innovative teaching learning methods. Skills and quality of teachers largely influences the students learning and hence the need for training.
- The challenges faced were mainly in-terms of:
 - Sustaining motivation of participants.
 - Time constrains, clinical work gets precedence over educational activities..
 - Need to reemphasize importance of Continuous Professional Development activities.
 - Resistance to adapt the newer trends in teaching- learning and assessment.
- **Resource required :**
- Trained man power, ICT facilities, books and journals pertaining to HPE and miscellaneous stationary and other items.

7. Notes (optional)

With the establishment of advanced Educational Units in each constituent colleges, a number of innovative T-L activities have started with positive outcomes like,

- Improving clinical teaching.
- ICT/technology/simulation based HPE
- Flipped classroom/ blended learning
- ATCOM / ethics / professionalism as a part of curriculum
- Innovations in student's assessment, WPBA, Mini CEX etc.
- Promoting educational research
- Impact analysis of various activities conducted
- Participation in accreditations and rankings, WFME standards.

UDEHP coordinates all these activities, prepare a calendar of events, publishes bi annual bulletin "Edu-cause". There is a budgetary provision for conducting all these activities.

In addition the UDEHP started the PG diploma in advanced medical education in collaboration with department of Medical Education of University of Illinois, Chicago (UIC), USA through which the in-house and other faculty members from other institutions have been benefited.

Best Practice 2 :

1. Title of the Practice :

Clean, Green, Environment Friendly and Energy Efficient Campus Providing Perfect Educational Ambiance for All-round Developments of Students.

Objectives :

- To provide neat, clean, serene, calm educational environment for the students to enhance their learning experience and nurture innovations & creativity in them.
- To sensitize all stake-holders towards environmental issues and sustainable growth and development.
- To adopt good practices, minimizing energy utilization, use of renewable energy sources, thereby protecting and preserving environment.

Context :

A clean and green campus has an ability to provide for near perfect education environment where the students can focus on enhancing their knowledge and skills and developing right kind of attitude and sensitiveness to environmental issues. Further climate change & environmental degradation are major concerns that not only affect us but will affect future generations. It is therefore duty of all individuals and organizations to preserve & protect environment, conserve natural resources, minimize energy utilization and protect. Providing a good educational ambience protecting environment and conserving energy, using energy efficient systems therefore is our best practice.

The Practice:

The Institution has 122 acres beautiful, well-planned campus with modern buildings having all the facilities like constituent colleges, administrative block, hospitals, hostels, and staff quarters amongst others. There is separate campus maintenance & gardening department working round-the-clock. They ensure the cleanliness and safety of the campus. The campus is vehicle free, plastic, pollution and smoke free, electrical battery operated golf-carts are provided in the campus for movement within the campus. Regular tree plantation drives are undertaken ensuring adequate greenery. The campus has more than 60% of open spaces, gardens, water bodies and abundant trees. As it is gated community, movement of the general public is not permitted within its premises. As a result of all these practices, the campus provides for a serene & calm education ambience where the learners can focus on learning & doing his/her best.

The environment friendly energy efficient practices are as

Management of Biomedical waste:

1. The solid biomedical waste is segregated at source as infectious waste, noninfectious waste, glass and sharps into different color coded bags. The infectious waste is sent to the incinerator. Heat

- recovery unit is installed at the incinerator. Temperature of 1000°C is generated, which is used for boiling water saving 6000 liters of diesel/month. Steam generated is used for cooking and laundry.
2. The liquid waste is passed through the liquid disinfectant unit which treats the liquid waste before it is left into the drain.

Water recycling:

The Institution has functional effluent treatment & recycling plant of 2000 m³/day capacity. Treated sewage after chlorination is pumped for gardening in hospital and University campus. Treated waste water is used for flush tanks. Rain water harvesting units are placed in multiple areas of campus.

Taps are fitted with pressure compensating Aerators for water conservative that saves 15-20% of water.

Management of Organic waste: garden waste, kitchen waste

Campus has efficient vermicompost units & compost pits that utilizes garden and kitchen waste from hostels, residential quarters and gardens to produce compost.

Use of renewable energy:

977 Solar panels are placed that saves 100 - 150 units per panel. Campus uses solar energy and wind energy alternatively. This process makes 61% solar energy, 14% wind energy, and 11% by solar heating units. Only 14% KEB electricity is used.

All buildings are fitted with energy efficient LED lighting.

Evidence of success :

- As a result of these practices, the institution was awarded **3rd and 4th position** in ‘**All India Swachhta Campus Ranking**’ of Higher Educational Institutions in ‘**University Category**’ by the **MHRD, Government of India** in the 2018 & 2017 respectively. These awards are recognitions towards institutions efforts in environmental protection.
- Practices of excellent use of renewable energy, water recycling system, appropriate disposal of waste, appreciation by all stake holders for the maintenance of clean and green environment
- Organic waste produces compost which is used for the gardens and plantation in 100 acres campus.
- Treated sewage after chlorination is pumped for gardening in hospital covering 6 acres and University campus covering 15 acres. Treated waste water is used for flush tanks.
- Rain water harvesting units are placed in multiple areas of campus.
- The clean green campus of the Institution that provides excellent educational ambience is appreciated by a number of dignitaries who have visited the campus, some of the prominent include Shri. Venkaiah Naiduji, Hon. Vice-President of India, Shri. Narendra Modi, Hon. Prime Minister, Shri. Rajnath Singhji, Hon. Defence Minister, Shri. Amit Shahji, Hon. Home Minister. Smt. Maneka Gandhi, Smt. Mridula Sinha, Hon. Governor of Goa, Smt. Sudha Murthy and many more.

Resources required:

- Monthly expenditure for waste disposal to Pollution Control Board
- Paper shredding machine; Plastic shredding machine
- Development of vermicompost sheds
- Instalment of liquid waste disposal units
- Provided LED lamps for all the buildings
- Change of tap water dispensing through aerators
- Addition appointment of manpower for maintenance.

7. Notes (optional) :

The Institution has been following best practices for environmental protection and sustainable growth. These best practices have not only reduced our dependence on conventional energy sources but made the campus beautiful and environmental friendly and with a good educational ambience. The students greatly appreciate the educational environment and enjoy their stay on campus.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link of the best practices 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 1000 words

Response:

Translational, Community Based, Collaborative Research in Maternal and New Born Health with Significant Outcomes Influencing Policies at National and Global Level

One of the notable distinctive practice with which the Institution is identified is **translational, community based, collaborative research activity in maternal and new born health**. This has resulted in significant outcomes in the form of reduction of maternal and new born morbidity and mortality and also influencing policy at various levels.

The KLE Academy of Higher Education and Research (KAHER), Deemed-to-be-University since its inception has focus and thrust on research that is practical, implementable and benefits the community at large. It believed that creating new knowledge for the benefit of the society would be a tribute to its founding fathers. Based on this philosophy, the Institution identified 'Maternal and Newborn Health as its thrust area.

The Research Unit of Institution started with the objectives of:

1. To develop collaborations with national and international institutions and research organizations with regard to the conduct of translational research in maternal and newborn health.
2. To conduct translational research in maternal and newborn health to test simple low-cost interventions applicable to Low and Middle Income Country (LMIC) settings for improving health outcomes of mothers, newborns, infants and children.
3. To disseminate research evidence to key stakeholders including policy makers, program managers, academia, professional organizations and governmental/Non-governmental implementation agencies for informing public health policy and guide clinical practice for accelerating attainment of Sustainable Development Goal- 3

In its pursuit, the Institution initially entered strategic collaboration with the University of Illinois, Chicago, USA and later Thomas Jefferson University, Philadelphia, USA and other organizations to develop protocols for addressing these issues. The Institution along-with its partners decided research priorities as

Research priorities:

- Surveillance System – Maternal Newborn Health Registry
- Maternal Health– Postpartum Hemorrhage, Hypertensive Disorders of Pregnancy, Maternal Nutrition
- Newborn Health – Birth Asphyxia, Preterm Birth, Infant Neurodevelopment
- Health System Strengthening – Emergency Obstetric and Neonatal Care

The proposals relating to these issues were submitted to various funding agencies. The Institution was awarded funding by Global Network for Women and Children Health Research by NIH, USA. After initiating this pioneering work in this field, there was no looking back. The Research Unit of the Institution developed newer proposals addressing the core issues mentioned above. These efforts were largely supported and funded by various agencies like Bill & Melinda Gates Foundation, American Academy of Pediatrics, Gynuity Health Projects, Thrasher Research Fund, Department of Biotechnology, Government of India and the UK Medical Research Council.

The Institution developed Public-Private Partnership by encompassing District Health Administration, Healthcare workers, ASHA workers at Public Health Centres (PHC), Community Health Centers (CHC), etc. It further expanded the scope for its research with newer projects in this area and other districts of Karnataka viz. Bagalkot, Vijayapura, Dharwad, Davanagere and Cuttack and Balasore districts of Odisha, Jaipur in Rajasthan and Nagpur in Maharashtra.

The following is brief summary of the results of research studies that have had a profound impact at national and international levels in shaping public health policies.

Postpartum Haemorrhage

- The GN oral misoprostol trial, first ever community-based, placebo-controlled evaluation for prevention of PPH, demonstrated significant benefit. It prompted expansion of its registration in 26 countries and inclusion in WHO List of Essential Medicines and UN Life Saving Commodities for Women and Children.
- JNMC led the Indian centers in the WHO trial to test efficacy of heat stable carbetocin for preventing PPH. Results led to updated “WHO Recommendations: Uterotonics for Prevention of

Postpartum Hemorrhage” (December 2018) and marketing license from CDSCO, India.

Preterm Births

- GN ACT Trial prompted modification of WHO recommendations and assessment of efficacy of Antenatal Dexamethasone in reducing mortality among preterm births. JNMC participated in ACT and led Indian sites in WHO ACTION trials. These results have influenced public health policy of WHO as well as Ministry of Health, Government of India related to prevention of deaths among preterm babies.
- GN “ASPIRIN” trial of low dose aspirin supplementation in nulliparous singleton pregnancies demonstrated significant reduction in the incidence of preterm births.

Hypertensive Disorders of Pregnancy

- The India CRADLE trial received the first ever Newton Prize for excellent research and innovation in support of economic development and social welfare in Newton Fund partner countries. This device was one of 30 (among 500) high impact innovations to save lives Reimagining Global Health, Innovation Countdown 2030 initiative.

Birth Asphyxia

- Helping Babies Breathe (HBB) curriculum. HBB was incorporated into the neonatal resuscitation training curriculum of the Basic Newborn Care and Resuscitation program called "Navajati Shishu Suraksha Karyakram" (NSSK) of the Government of India.

Health systems strengthening

- ‘Implementation of the WHO Safe Childbirth Checklist program’. This validation of this Program has resulted inclusion as one of the component in ‘Maternal and Newborn Health Tool Kit’ by the Ministry of Health & Family Welfare, Government of India.
- “Evaluating the WHO Labour Care Guide in clinical settings” this pilot testing resulted launch of the WHO Labour Care Guide and its User’s Manual by WHO in December 2020.

Major outcomes of this community based, collaborative research initiatives have been significant drop in maternal and new born mortality in these districts. Further the outcomes from this study have been adopted as policies by the Government of India / ICMR / WHO and health policies of more than 56 countries across the globe. Because of the exemplary research work, the Research Unit has been awarded as **WHO Collaborating Centre in Maternal and Neonatal Health**. Apart from this, the Research Unit has been able to generate funded projects of more than Rs.90.00 crores. Over the past many years, the Research Unit Scientists have authored more than 160 scientific papers that have been published internationally reputed biomedical journals like the Lancet, the New England Journal of Medicine and Pediatrics. Thus, the Institution has achieved unique and distinctive performance in community based research.

File Description	Document
Any additional information	View Document
Link of appropriate Web link in the Institutional website	View Document
Link for additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

Some of the other prominent highlights of KAHER are:

- Collaborations with and Recognitions from various prominent national and international, Government / Non-Government bodies / Organizations / Universities.
- Visit by number of dignitaries to our campus and their appreciation of good work being done by the Institution. (Prominent among them are President, Vice-President, Governors, Prime Minister, Union Ministers and industrialists, sportspersons, social workers, thinkers, etc.
- Recognition of the Research Unit as **WHO Collaborating Centre in Maternal and New-born Health**, the only centre in South India and 6th in Private Sector in India.
- Establishment of 'India Centre' in Thomas Jefferson University, Philadelphia, USA.
- Active collaborations with TJU/UIC and many other international organizations / universities for bilateral faculty and student exchange.
- MCI/NMC recognized Nodal / Regional Centre for faculty development – one of the 10 medical colleges in the country.
- AICTE recognized QIP Centre in Pharmacy College, Belagavi.
- Recognition of Ayurveda College Centre for research in Indigenous medicines by Central Council of Indian Medicine (CCIM)
- Recognition of the Institution's Sports Academy under Khelo India Scheme by the Government of India (Ministry of Sports).
- Ranked the 3rd and 4th cleanest university campus by MHRD, Government of India.
- Successively awarded best NSS Unit in the State, also Best NSS Co-ordinator in State for 4 years consecutively, Best State NSS Volunteer for 3 years, Best NSS Co-ordinator who led the NSS Contingent at Republic Day parade in New Delhi.
- Accreditation of Hospitals by NABL, NABH.
- Accreditation of B.Pharm. program by NBA for 6 years at Pharmacy College, Belagavi - one of the 6 in the country to get it for 6 years and for 3 years at Pharmacy College, Hubballi.
- Distinctive features and services offered in KLE Hospitals are -
 - The Hospital is running a successful organ transplant program (heart, liver, kidney, lung, cornea and skin). Performed first successful heart transplant in our Hospital.
 - Advanced Cancer Care Centre with PET scan and Radiotherapy facilities.
 - Establishment of Skin Bank, Human Milk Bank – first in this region.
 - Body donation program.
 - Remarkable work in COVID times.

Concluding Remarks :

The Institution as per Vision and Mission has charted the course of pursuance of excellence in academics, patient-care, research, administration and its other activities. The Institution has come a long way in fulfilling its stated objectives.

The Institution has been able to keep pace with infrastructural requirements with addition of new facilities, newer equipment, extensive use of ICT and various learning platforms. All the teaching hospitals offers best

patient-care services in all broad and sub-specialties.

The students are centre of all activities and the Institution ensures for all-round holistic development of student capabilities and providing ample opportunity for extra and co-curricular activities. The administration is aware of changing trends in education, student needs, parental and societal expectations, particularly in the backdrop of COVID-19 pandemic. The Institution is not only adapting to these changing and challenging needs but also taking a futuristic view for its growth and development. The Institution has always fulfilled the regulatory council norms and strives to give more than that is required.

The Institution takes pride that it has been able to make difference in lives of scores of people, making them self-reliant, confident and competent to face the challenges in real life and contribute to nation building.

The Institution however is aware that it is still has a long way to go. It aspires to be among the top 500 Universities in the world. It has to further augment its research and replicate the success of maternal and new born research unit. It has to adopt multi-disciplinary, trans-disciplinary and inter-professional approach towards research. It has to leverage the technological advances and build them in curriculum and create ‘centres of excellence’. The Institution is aware of its opportunities and challenges but has strong conviction that it is on right path. The SSR portrays institutions fact-sheet, accomplishments and challenges. The SSR has helped to identify and articulate strengths, know the weaknesses, plan strategies to overcome challenges and make most out of opportunities. The Institution will continue to strive for excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.2	<p>Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)</p> <p>1.2.2.1. Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years Answer before DVV Verification : 29 Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per shared details of new Degree Programmes, Fellowships and Diplomas by HEI.</p>																																								
1.4.2	<p>Feedback process of the Institution may be classified as:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website Answer After DVV Verification: E. Feedback not obtained/collected Remark : Filled Feedback report and action taken report for the year 2019-20 not provide by HEI.</p>																																								
2.1.2	<p>Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted</p> <p>2.1.2.1. Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2335</td> <td>2154</td> <td>1876</td> <td>6685</td> <td>13285</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1795</td> <td>2154</td> <td>1876</td> <td>6488</td> <td>13285</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats available year-wise/eligible applications received during the last five years where <i>State / Central Common Entrance Tests are not conducted</i> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1354</td> <td>1293</td> <td>1183</td> <td>1436</td> <td>1719</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1354</td> <td>1293</td> <td>1183</td> <td>1436</td> <td>1719</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	2335	2154	1876	6685	13285	2019-20	2018-19	2017-18	2016-17	2015-16	1795	2154	1876	6488	13285	2019-20	2018-19	2017-18	2016-17	2015-16	1354	1293	1183	1436	1719	2019-20	2018-19	2017-18	2016-17	2015-16	1354	1293	1183	1436	1719
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1354	1293	1183	1436	1719																																					

Remark : DVV has made the changes as per provided report of eligible applications by HEI.

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. Adopts measurable criteria to identify low performers.
2. Adopts measurable criteria to identify advanced learners
3. Organizes special programmes for low performers and advanced learners
4. Follows protocols to measure students' achievement

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Report for special programmes for low performers and advanced learners not provide by HEI.

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 / academics during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
122	109	127	98	45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	30	55	45	19

Remark : DVV has not considered nomination letter, membership letter, participation certificate . DVV has also not considered presentation certificates during paper presentation

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

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

139	127	131	123	65
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
65	50	45	55	23

Remark : DVV has not considered participation/presentation/ Fellowship certificate in workshop/seminar/conference/symposium.

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
563	390	323	325	271

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
390	250	195	230	160

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
79	126	92	62	48

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
65	98	75	46	26

Remark : DVV has made the changes as per pro-rata basis of provided collaboration documents by HEI. Provided mail copy has not considered.

4.4.3	<p>Available bandwidth of internet connection in the Institution (Lease line)</p> <p>Answer before DVV Verification : ?1 GBPS Answer After DVV Verification: ?1 GBPS Remark : DVV has made the changes as per shared bill by HEI.</p>																				
4.5.1	<p>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 629 1046 763"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18583.37</td> <td>16494.28</td> <td>11825.58</td> <td>9792.49</td> <td>7543.62</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 842 1046 976"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4551.11</td> <td>5065.01</td> <td>4428.32</td> <td>3828.60</td> <td>3485.70</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	18583.37	16494.28	11825.58	9792.49	7543.62	2019-20	2018-19	2017-18	2016-17	2015-16	4551.11	5065.01	4428.32	3828.60	3485.70
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5.1.3	<p>Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.</p> <p>5.1.3.1. Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1256 1046 1391"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>663</td> <td>658</td> <td>873</td> <td>369</td> <td>308</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1469 1046 1603"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>632</td> <td>633</td> <td>768</td> <td>369</td> <td>308</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	663	658	873	369	308	2019-20	2018-19	2017-18	2016-17	2015-16	632	633	768	369	308
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5.3.3	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1883 1046 2018"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>28</td> <td>27</td> <td>26</td> <td>24</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	27	28	27	26	24										
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27	28	27	26	24																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
23	25	24	22	20

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114	120	134	106	84

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
108	114	120	98	67

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..

6.3.4.1. Total Number of teachers attending such programmes year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
464	422	406	381	336

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
381	372	367	350	285

7.1.4 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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Four of the above

Remark : Supporting report for SI. No. 5 has not provide by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of all programs offered by the institution during the last five years</p> <p>Answer before DVV Verification : 150</p> <p>Answer after DVV Verification : 138</p>																				
2.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19785.65</td> <td>18148.62</td> <td>14041.89</td> <td>12654.6</td> <td>10928.91</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18583.37</td> <td>16494.28</td> <td>11825.58</td> <td>9792.49</td> <td>7543.62</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	19785.65	18148.62	14041.89	12654.6	10928.91	2019-20	2018-19	2017-18	2016-17	2015-16	18583.37	16494.28	11825.58	9792.49	7543.62
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