# CRITERION II: TEACHING-LEARNING AND EVALUATION

## 2.1. Student Enrolment and Profile

2.1.1. *How does the college ensure publicity and transparency in the admission process?*

The institution ensures wide publicity to the admission process by *advertising in Regional / National Newspapers (English and Hindi), Yellow pages, Institutional Website: www.aiishmysore.in, Prospectus and conducting personal orientation and career guidance etc*. The sample of the main menu of the institute website (www.aiishmysore.in) is enclosed as **Appendix-3**. The institute celebrates *'Open Day'* in the month of August/October every year wherein all the activities and facilities are kept open to the public. On this day, special focus is on students of higher primary and higher secondary classes and college students. Games and other competitive activities are arranged on this day to this population in order to sensitize them about the profession as choice of career. *Orientation programmes* are frequently conducted for the benefit of school going children, college students and allied health professionals by the institute, especially *through the NSS programme and through the department of prevention of communication disorders*. *Informative posters* are put up on the notice boards of *various colleges in the state and across the country* regarding the programmes and in *career counseling books and columns in newspapers*. Informative articles are also published in *education supplements*.

The institute ensures utmost transparency in the admission process:

a) The institute follows scrupulously the reservation policy of the Government of India as applicable to Central Educational Institutions and as approved by the Executive Council of the institute.

b) A pool of questions is formed by a committee nominated for the purpose, where the authenticity and validity of the questions set is subject to 2 to 3 step scrutiny.

c) The basis of selection, distribution of seats under the different categories in respect of each of the academic programmes are spelt out clearly in the prospectus which is also displayed on the institute website.

d) An Entrance Examination Committee is formed which will oversee the conduction of examination at the institute and other centers [for B.Sc (Speech & Hearing – conducted in Mysore and selected institutions across the country which includes Guwahati, Chennai, Delhi, Kolkata, Mumbai).

e) The format of entrance examination includes multiple choice questions, and on the day of entrance examination, the answer has to be chosen by the candidate and marked on an answer sheet specially prepared for the purpose.

f) The answers of multiple choice questions by the candidates applying for various courses are evaluated objectively by scanning the answers using software based on OCR technology.

g) The same software also generates the merit list based on the answer keys provided.

h) The answer key along with the merit list is published on the Institute's website.

i) Selection Committees (separate for undergraduate and post graduate programmes) with adequate representation for category and by inclusion of the University Representative /Vice Chancellor's nominee finalizes the merit list of candidates for admission.

j) The merit list is announced on notice board and website.

k) Counseling the candidates for admission to various courses is as per the dates notified much earlier to the process and the same is indicated in the prospectus and website.

2.1.2. *Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.*

The process of admission for various programmes conducted at the institute as per the Government of India policy and based on counseling is as follows:

| Programmes | Mode of selection* | Eligibility |
|---|---|---|
| *I. Diploma Programmes* | | |
| Diploma in Hearing Aid & Ear mould Technology | Merit | 12th /II PUC / Diploma in Electronics/ITI) |
| Diploma in Hearing, Language & Speech (through video-conferencing mode) | Merit | 12th /II PUC (Science stream) |
| Diploma in Training Young Deaf and Hard of Hearing | Merit | 12th /II PUC |
| *II. Bachelor's Programmes* | | |
| B. Sc (Sp. & Hg.) | Merit based on entrance exam (Conducted in 6 Centres across the country) Foreign candidates are exempted | 12$^{th}$ /II PUC (PCM/B) |
| B. S. Ed. (Hearing Impairment) | Merit | B.Ed. |
| *III. P G Diploma Programmes* | | |
| PG Diploma in Forensic Speech Science &Technology | Merit | B.Sc. (P/M/E/CS)/ B.Sc. (Sp. & Hg.) / B. Tech/ MBBS) |
| PG Diploma in Clinical Linguistics for Speech-Language Pathology | Merit | B.Sc. (Sp.& Hg.) / BASLP |
| PG Diploma in Neuro-Audiology | Merit | B.Sc. (Sp. & Hg.) /BASLP |
| *IV. Masters Programmes* | | |
| M.Sc. (Audiology) | Merit based on entrance exam | B.Sc. (Sp. & Hg.)/ BASLP |
| M.Sc. (Speech-Language Pathology) | Merit based on entrance exam | B.Sc. (Sp. & Hg.)/ BASLP |
| M.S.Ed. (Hearing Impairment) | Merit | B.Ed. (HI)/B.S.Ed.(HI) |
| *V. Doctoral Programmes* | | |
| Junior Research Fellows | | |
| Ph.D. (Aud) Junior Research Fellows | Entrance exam and interview | M.Sc. (Aud)/ M.Sc. (Sp. & Hg.)/ MASLP with 1 year work experience |
| Ph.D. (SLP) Junior Research Fellows | Entrance exam and interview | M.Sc. (SLP)/ M.Sc. (Sp. & Hg.) /MASLP with 1 year work experience |
| External Candidates | Entrance exam and interview | M.Sc. (SLP)/ M.Sc. (Sp. & Hg.) /MASLP with 3 years work experience |
| *VI. Post doctoral programme* | | |
| AIISH Post Doctoral Fellowship | Interview | Ph.D. from a recognized University in the area of speech, language, and/or hearing. |

*As per reservation policy of the Government of India applicable to Central Educational Institutions

*2.1.3.* *Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.*

The minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the institution is as follows:

| Programme | Minimum % marks for admission | Maximum % marks for admission* | Other colleges (JSSISH, Mysore) |
|---|---|---|---|
| Diplomas | Pass in qualifying exam/s | - | - |
| B.Sc. (Sp & Hg) | 50% in the qualifying examination (45% for SC/ST) and > 40% in the entrance examination. | - | Pass in qualifying examination |
| B.S.Ed.(Hearing Impairment) | 50% in the qualifying examination (45% for SC/ST) | - | NA |
| PG Diploma in Clinical Linguistics for Speech-Language Pathology | 50% in the qualifying examination | - | NA |
| PG Diploma in Forensic Speech Science &Technology | Pass in the qualifying examination | - | NA |
| PG Diploma in Neuro-Audiology | Pass in the qualifying examination | - | NA |
| M.Sc. (Audiology) | 50% in the qualifying examination and >40% for general category, >39% for OBC, >38% for SC/ST in the entrance examination. | - | NA |
| M.Sc. (Speech-Language Pathology) | | - | NA |

| | | | |
|---|---|---|---|
| M.S.Ed. (Hearing Impairment) | 50% (45% for SC/ST) in the qualifying examination | - | NA |
| Ph.D. (Audiology) | 55% (50% for SC/ST) in the qualifying examination and pass in the entrance examination. | - | NA |
| Ph.D. (Speech-Language Pathology) | | - | NA |
| Post Doctoral Fellowship | Ph.D in the area from a recognized university | - | NA |
| Certificate course (C4D2) | Pass in Matriculation (SSLC) | - | NA |

NA = Not Applicable (Not offered by other colleges under UOM)
* No maximum limit

2.1.4. *Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?*

The academic section submits the state wise distribution of students which is printed in the annual report. Efforts are made to increase publicity in the states that are not represented. ***Student profiles are monitored*** regularly by the mentors and academic section and their attendance are displayed every month on the notice board. The academic and other issues of the students are solved through counseling and attended to by the mentors and hostel wardens.

2.1.5. *Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.*

a) *SC/ST:* The reservation norms of the Government of India are followed. Relaxation in minimum marks and concession in tuition fee is offered in respect of the candidates belonging to SC/ ST category.

b) *OBC:* The reservation norms of the Government of India are followed.

c) *Women:* No reservation is offered. However, by default women students outnumber men. The average Male: Female student ratio during the past 5 years (2007-08 to 2011-12) for all programmes is 1:1.06.

d) *Differently abled:* Seats are reserved for students who are differently abled (belonging to Orthopaedically challenged category) as per the PWD Act.

e) *Economically weaker sections:* No reservation is offered.

f) *Minority community:* No reservation is offered.

g) *Any other:* **Seats are reserved** for students from **North Eastern states, in-service candidates and foreign category**. Concession in fees is offered for students from SAARC countries.

2.1.6. *Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.*

| Programmes | Year | Number of applications | Number of students admitted | Demand ratio |
|---|---|---|---|---|
| *UG* | | | | |
| B.Sc. (Speech & Hearing) | 2008-09 | 320 | 44 | 7.3:1.0 |
| | 2009-10 | 460 | 62 | 7.4:1.0 |
| | 2010-11 | 505 | 61 | 8.3:1.0 |
| | 2011-12 | 523 | 62 | 8.4:1.0 |
| | | | | |
| B.S.Ed (Hearing Impairment) | 2008-09 | - | - | - |
| | 2009-10 | 05 | 05 | 1.0:1.0 |
| | 2010-11 | 03 | 03 | 1.0:1.0 |
| | 2011-12 | 12 | 06 | 2.0:1.0 |
| | | | | |
| *PG* | | | | |
| M.Sc.(Audiology) | 2008-09 | 147 | 33 | 4.5:1.0 |
| | 2009-10 | 219 | 36 | 6.0:1.0 |
| | 2010-11 | 227 | 36 | 6.3:1.0 |
| | 2011-12 | 214 | 33 | 6.5:1.0 |

| | | | | |
|---|---|---|---|---|
| M.Sc. (Speech-Language Pathology) | 2008-09 | 155 | 35 | 4.4:1.0 |
| | 2009-10 | 198 | 35 | 5.7:1.0 |
| | 2010-11 | 215 | 36 | 6.0:1.0 |
| | 2011-12 | 180 | 32 | 5.6:1.0 |
| M.S.Ed.(Hearing Impairment) | 2008-09 | 05 | 05 | 1.0:1.0 |
| | 2009-10 | 10 | 04 | 2.5:1.0 |
| | 2010-11 | 03 | 03 | 1.0:1.0 |
| | 2011-12 | 07 | - | - |
| *Ph.D.* Audiology | 2008-09 | - | - | - |
| | 2009-10 | 03 | 03 | 1.0:1.0 |
| | 2010-11 | 08 | 03 | 2.7:1.0 |
| | 2011-12 | 08 | 03 | 2.2:1.0 |
| Speech-Language Pathology | 2008-09 | - | - | - |
| | 2009-10 | 02 | 02 | 1.0:1.0 |
| | 2010-11 | 10 | 07 | 3.0:1.0 |
| | 2011-12 | 21 | 07 | 3.0:1.0 |

*Integrated Programme*

PG : There is no integrated PG programme
Ph.D. : There is no integrated Ph.D.programme

Value added Programme :There is no value added programme

| | | | | |
|---|---|---|---|---|
| *Certificate* Certificate course for caregivers of children with developmental disabilities(C4D2) | 2008-09 | 49 | 49 | 1.0:1.0 |
| | 2009-10 | 58 | 58 | 1.0:1.0 |
| | 2010-11 | 13 | 13 | 1.0:1.0 |
| | 2011-12 | 28 | 28 | 1.0:1.0 |
| *Diploma* DHA&ET (Diploma in Hearing Aid and Earmould Technology) | 2008-09 | 16 | 04 | 4.0:1.0 |
| | 2009-10 | 14 | 04 | 3.5:1.0 |
| | 2010-11 | 10 | 04 | 2.5:1.0 |
| | 2011-12 | 10 | 03 | 3.3:1.0 |
| DTYDHH (Diploma in Teaching Young Deaf and Hard of Hearing) | 2008-09 | 18 | 07 | 2.6:1.0 |
| | 2009-10 | 22 | 08 | 2.8:1.0 |
| | 2010-11 | 18 | 08 | 2.3:1.0 |
| | 2011-12 | 05 | 02 | 2.5:1.0 |
| DHLS (Diploma in Hearing, Language and Speech) | 2008-09 | 596 | 202 | 3.0:1.0 |
| | 2009-10 | 489 | 174 | 2.8:1.0 |
| | 2010-11 | 530 | 171 | 3.1:1.0 |
| | 2011-12 | 318 | 189 | 1.7:1.0 |
| *PG Diploma* PGDFSST (Post Graduate Diploma in Forensic Sciences and Technology) | 2008-09 | 06 | 02 | 3.0:1.0 |
| | 2009-10 | 07 | 03 | 2.3:1.0 |
| | 2010-11 | 13 | 04 | 3.2:1.0 |
| | 2011-12 | 04 | - | - |

| | | | | |
|---|---|---|---|---|
| PGDCL-SLP (Post | 2008-09 | - | - | - |
| Graduate Diploma in | 2009-10 | 05 | 02 | 2.5:1.0 |
| Clinical Linguistics | 2010-11 | 11 | 03 | 3.7:1.0 |
| for Speech-Language | 2011-12 | 06 | 06 | |
| Pathologists) | | | | |
| | | | | |
| PGDNA (Post | 2008-09 | - | - | - |
| Graduate Diploma in | 2009-10 | - | - | - |
| Neuro Audiology) | 2010-11 | 19 | 08 | 2.4:1.0 |
| | 2011-12 | 10 | - | - |
| Any other | - | - | - | - |

- In respect of M.S.Ed.(HI), efforts were made to counsel students in the B.S.Ed. colleges.
- In respect of PGDFSST, posters were made and sent to all forensic labs and displayed in seminars / conferences of forensics and teleconferences mode.
- There is an increase in demand for UG, PG and Ph.D programmes and a decrease in demand for Diploma and PG diploma programmes (probably because of lack of job opportunities). Efforts are however made through the Government of India to create posts of personnel/profession in India.

## 2.2    Catering to Diverse Needs of Students

2.2.1.    *How does the institution cater to the needs of differently abled students and ensure adherence to government policies in this regard?*

The institute caters to the needs of differently abled students and adheres to government policies to the best possible extent. Few examples include:

- Provision of barrier-free environment in the campus – Ramps, Elevators & Special Toilets (OPH), Portable Public Address System & Silent Classrooms for Partially Hearing Impaired. Antiglare Lights & Computer Screens for Partially Sighted is provided.
- Smart classrooms with ICT facility, Wi-Fi network for additional learning resources are provided.
- Teaching-Learning process through audio-visual mode is introduced as a regular feature.
- Reservation in seats for admission to the academic programmes at UG level - B.Sc (Sp & Hg) is provided.
- Differently abled students are encouraged to avail scholarships and other welfare schemes of the Central / State Government.

- Giving seating preference in classrooms.
- Providing peer support

2.2.2. *Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.*

Yes.

*Level I Strategy*:

Career counseling/suitable guidelines are offered for prospective students much before the commencement of entrance examination. They are encouraged to go around the campus and meet students and staff. The standard and syllabus, subjects for the entrance exam, scope of Speech-Language Pathologists and Audiologists is detailed in the Prospectus.

*Level II Strategy*:

National Level Entrance Examination is held for aspiring students for entry to B.Sc (Sp & Hg), M.Sc. (Audiology) and M.Sc. (SLP) and Ph.D (conducted by the university of Mysore).

*Level III Strategy*:

Students selected through entrance examination are counseled before enrollment. In addition, counseling sessions are held with the prospective candidates selected to make sure that the scheme and regulations of the programme are clarified and the candidates are provided opportunity to exercise their option for selecting the programme or otherwise.

2.2.3. *What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc).*

Slow learners are identified by continuous assessment in class and in clinical work. This includes periodic assessment of performance in classrooms. Laboratories and clinical programmes by teachers/supervisors for tasks, assignments and self appraisal of students. Following are the strategies adopted to facilitate slow learners:

- Support for English/Regional language learning is offered through NSS.
- Multilingual teachers are assigned for such programmes where student enrollment demands input in different languages.
- Online resources are made available to strengthen the knowledge-base.
- Summarizing before and after the end of class is a common practice carried out by the faculty.
- Randomized questioning of the students by the faculty in the class and clinical practical.
- Providing examples for explanations is carried out by the faculty.
- Additional teaching-learning programmes beyond the scheduled hours, is taken by the faculty wherever necessary.
- Students are encouraged to participate in seminars/workshops to gain knowledge.
- Tutoring by peers, senior students, and mentors is offered wherever found necessary.
- Tutorial material is made accessible through web, and CD's are provided as reference to the students.
- Several opportunities for participation in seminars/workshops/ conferences are provided to gain knowledge.
- Since majority of the students stay in hostels, peer group tutorials such as teaching-learning, discussion and debates are extended on a regular basis.
- The institute nominates mentors for each section per class of students for academic and personal guidance. Besides, a male and a female Student Counselor is nominated from the Department of Clinical Psychology to cater to the well being of the students.
- Academic Coordinator and Registrar in the Academic Section serve as Advisors for course/examination and other related activities.
- One to one supervision is provided in clinical activities.

2.2.4. *How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?*

A *'Committee for Redressal of Complaints of Sexual Harassment' is formed which looks into complaints of staff and students*.

The institute's primary focus is to rehabilitate the persons with communication disorders such as speech, language and hearing problems, which it *addresses in a 3 stage process, viz., primary, secondary and tertiary prevention*. As a part of tertiary rehabilitation module, inclusive education of persons with disability (PWD) is emphasized. Many persons with speech, language and hearing disability who have studied in inclusive education set up along with the normal peers have attained success in  academic programmes that they have pursued and are also well placed in the society. Street plays, Walkathons, Fun games, Open day etc conducted through AIISH Gymkhana/NSS helps in sensitizing the staff and students on these issues.

*Issues related to environment are focused in many ways*. There is a course on environmental studies introduced to undergraduate students in speech and hearing, which is also as per the university norms. Noise pollution is one such environment issue which is extensively addressed in UG as well as PG programmes (in the professional courses of speech and hearing and audiology), besides planning and implementing various programmes to sensitize the public (including the employers and employees of industries) regarding harmful effects of loud noise and noise pollution in industries etc. Noise level measures (noise auditing) are frequently carried out in various industries by our experts. Vocal abuse and misuse caused due to excessive and wrong use of the voice is also addressed. Tree planting, removal of weeds in the institute premises, plastic free environment campaign etc are some of the other activities carried out through NSS by the students.

2.2.5.  *How does the institution identify and respond to special educational/ learning needs of advanced learners?*

The following strategies are used to facilitate advanced learners:

- Assignments are given for enhancing learning / multitasking / small scale research work.
- Students are supported for academic leadership activities for example, they have scope to compete for the posts of Sports Secretary, Cultural Secretary etc of AIISH Gymkhana (Staff and Student Association).

- Awards/felicitation (rolling trophies) is offered to achievers in clinical skills and academics at the institute and the University annually.
- Laboratories are open to students over the week end and beyond office hours on working days.
- Students are encouraged to take up research and present and/or publish scientific articles.

2.2.6. *How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?*

**All the academic programmes of the institute use continuous evaluation format for each and every student enrolled.** Feedback is provided to every student and if necessary, the parents and the class mentors regarding the performance of the student in the class and clinical practical. The students are rated for their performance in specific skills in the classroom such as attendance, interaction in the class, performance in the class tests etc and in the clinical practical, they are rated for attendance, interaction with the clients and their caregivers, co professionals, faculty and clinical staff, the progress shown with the clients, the clinical records maintained, the clinical skills shown etc. Feedback is provided to the students regarding their performance across these skills/domains of assessment. Students at risk for dropout are provided additional and continuous supervision. Tutoring by peers, NSS programs and mentors is provided.

## 2.3 Teaching-Learning Process

2.3.1. *How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc).*

The **academic calendar is published in the prospectus and is displayed on the notice board of the academic section**. In all programmes, the teacher announces the test and assignment dates well in advance to the students. For those programmes which are run under the CBCS structure, the mode of evaluation is discussed with the students in the beginning of the semester and displayed on the notice board. Teaching plan is discussed with the students by each faculty in the first class. The details of examination are displayed on the notice board.

The clinical training for undergraduate, postgraduate programmes in the area of Speech-Language and Hearing is one of the primary objectives of the institute. ***Institute follows a uniform, well documented protocol in clinical curriculum for practical training of undergraduate, postgraduate, students in Speech-Language and Hearing***. Clinical curriculum for each course is tailor made depending on the scope and theoretical background of the students pursuing various programmes. The clinical curriculum is the backbone for training the students in various clinical skills for improving the communication of the stakeholders. To appraise the clinical skills of the students, clinical training modules for different programmes have been developed in par with syllabus incorporating the recent developments in the field of Speech-Language Pathology and Audiology. Further, it aims at maintaining high standards of clinical knowledge in the discipline of communication disorders. The developed and documented clinical training modules are being implemented in letter and spirit.

Clinical training:

The Department of Clinical Services ***imparts clinical training to diploma, graduate, postgraduate and doctoral students for diagnosis and management of persons with speech, language and hearing disorders***. The students are provided training in the assessment and management of various types of communication disorders using behavioral methods, standardized tests and state-of-the-art equipment. In addition to this, they are also oriented to preparation of teaching aids, clinical documentation of reports, preparation of intervention plans, home training programmes and public education materials.

Clinical training is provided to the students in different departments. The postings of the students are for 4 hours per working day (5 days in a week).

The table below shows the staff to student ratio in postings for undergraduate and post graduate students in the Department of Clinical Services for Speech and Language assessment and rehabilitation.

*Average Staff to Student Ratio for UG and PG programmes*

| | Staff to Student Ratio | |
|---|---|---|
| | Undergraduates (UG) | Post graduates (PG) |
| Diagnostic postings | 1.0 : 2.5 | 1.0 : 1.0 |
| Speech-Language therapy postings | 1.0 : 1.0 | 1.0 : 1.6 |

The table below shows the staff to student ratio in postings for undergraduate and post graduate students in the Department of Audiology for assessment and rehabilitation.

| | Staff to student ratio | |
|---|---|---|
| | Undergraduates | Postgraduates |
| Diagnostic postings | 1:1.5 | 1:1.5 |
| Therapeutic postings | 1:1.6 | 1:1.6 |

Clinical practicum classes:

***Practical classes are conducted on a weekly basis for student clinicians to bridge the gap between theory and practice***. The intern students of B.Sc (Sp & Hg) are evaluated by others when they are posted in various setups outside Karnataka. This helps the student clinicians to maintain high standards of clinical competence which is focused and completed within a stipulated schedule.

Clinical Training Modules:

***Clinical training modules are drafted for each programme per semester***. Students are being familiarized with the proforma, diagnostic tests, public education materials, home training programme, direct observation of the clinical staff and senior clinicians, while they evaluate/give speech language therapy for persons with communication disorders. The clinical skills of the students are honed to administer, document, and interpret the diagnostic battery of tests, and screening tests including subjective and objective tools. They are educated to prepare the kit required for diagnostic and therapeutic purpose. The procedure for evaluation and management is taught and consistently monitored on one to one basis by the clinical staff/faculty during the clinical training. For therapeutic activities, students in the first semester of undergraduate programme are trained to observe the activities

carried out for various conditions leading to Speech, Language and disorders. The observation reports are closely monitored by the clinical staff and appropriate feedback is provided to the students. Students are assigned independent clients for diagnostics and therapy. Assessment of the clinical skills of the students is carried out midway in a semester and at the end of the semester for the diagnostic and therapy postings.

2.3.2. *How does IQAC contribute to improve the teaching –learning process?*

The IQAC cell has been formed at the institute which has recommended obtaining ISO certification 9001-2000, which is under process. Faculty evaluation by students is already in vogue. One of the issues addressed also includes contribution to teaching-learning processes.

2.3.3. *How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?*

Student is the focus of teaching. ***Every student is trained to acquire academic, research, clinical and public education skills and management skills required to set up speech and hearing centres***. Opportunities required for life- long learning is addressed by organizing workshops, seminars, continuous rehabilitative education programmes etc and these are arranged very frequently. Various methods are used to promote student centric focus:

a) *Learner centered teaching methods:*
- Academic activities such as assignments and presentations and individualized clinical activities are provided to every student.
- Interactive teaching-learning methods are used for students of Diploma in Hearing, Language and Speech (DHLS) in live as well as virtual classrooms.
- Teaching with ICT facilities to teach students is used in all the programmes.
- Tutoring through seminars, presentations, discussions and short term training programmes is carried out.
- The teaching-learning sessions are maintained on an average in all the programmes within 1:8 proportion.

The list of Teaching-Learning resource materials is enclosed as **Appendix 4.**

b) *ICT enabled flexible teaching system:* All the classrooms, library and other teaching-learning systems are supported by ICT resources.

c) *Distance Education:* Technology enhanced video conferencing mode is introduced for Diploma in Hearing, Language and Speech (DHLS). In this programme, eleven centres at Ajmer, Bhagalpur, Cuttack, Delhi, Imphal, Jabalpur, Lucknow, Mumbai, Puducherry, Ranchi and Shimla are connected to the AIISH Centre. Theory classes are conducted at AIISH, Mysore and transmitted to the study centres via a terrestrial link and clinical work is imparted at the respective study centres. This has enabled simultaneous training of a maximum of 25 students in each of the centres per year resulting in manpower development. The students of first M.Sc (Speech-Language Pathology) are posted in the department of Centre for Rehabilitation and Education through Distance Mode (CREDM), where they get hands on experience in on line rehabilitation of clients with speech, language and hearing disorders.

d) *Self directed active learning system.* Post graduate students present professional matters in class seminars and symposiums as a part of their academic activity.

e) *Problem based learning.* This is carried out through interactive discussions in class and in the clinical posting of the students, it is on a one to one basis. Students are provided practical training in laboratories to learn to handle the instruments, administer tests and protocols etc on normal as well as clients with various disorders of speech, language and hearing. Problem based learning is enhanced with the input received in all theory papers and effort is made to translate it to assessment and management of persons with communication disorders.

f) *Evidence based medicine/practice.* Evidence based practice (EBP) is the core requirement for every clinical activity of a student. The structure of EBP is introduced in the theory classes but implemented in the clinical training and clinical documentation for every student. Topics on evidence based approaches for rehabilitation of persons with communication disorders are covered in courses

within the programmes. Skill training is provided in the form of documentation of case studies, review of journal articles and discussion with eminent professionals in the field.

g) *Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine/rehabilitation.* Each student is groomed and periodically assessed for the skills, knowledge and other clinical aspects through a well established and tested mechanism. Orientation to the course with specific input on the personality, character, approaches, attitude towards persons with disability is held before initiation of the programmes.

2.3.4. *How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?*

Shaping the future of the students as innovative and creative thinkers with a scientific temper has been the underlying premise in all the training activities of the students. For example, students are encouraged to interact with the faculty and develop their knowledge base through library sources. ***Student research has been a very strong point at the institute***. Majority of the students undertake research under the guidance of faculty and present papers in national and international conferences. They have also won several best paper awards in the process. Quiz programmes in the field are held wherever there is an opportunity, for example in the 'Science day' celebrated on 28th February every year. Students are encouraged to take part actively in the seminars, workshops and conferences arranged at the institute as well as in other institutions.

Two formal discussion forums are ***'Clinical conference' and 'Journal Club'*** arranged every week. The clinical conference is a formal forum wherein details of client/s is presented by a group of final year B.Sc (Speech and Hearing) students where every student is present on the platform to discuss and deliberate on various clinical issues related to the client starting from diagnosis to total rehabilitation. In the 'Journal Club', a contemporary article from leading journals is presented by a group of M.Sc (Speech-Language Pathology & Audiology) students and the same is discussed by the

staff/faculty and students. Both the activities are carried out under the supervision of a faculty and the students have to strictly adhere to certain terms and conditions.

The *post graduate students carry out dissertation work under the supervision of a faculty*. The research proposal is presented in front of staff/faculty and peers for review and suggestions before the data is collected.

*Students who aspire to pursue higher educational qualification can compete for Ph.D and Post Doctoral Programme*. The institute conducts national and international conferences frequently and this provides the staff and students an opportunity to learn innovative, novel and critical issues in the profession. At both undergraduate and post graduate level, courses on Research Methods and Statistics are included in the curriculum. The input received through theory helps students in preparing proposals for research, review scientific articles critically, apply suitable statistical procedures for the analysis of the data in scientific papers and dissertations etc.

2.3.5. *What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.*

Both the *faculty and students at AIISH are provided with adequate infrastructural facilities for advanced and state-of-the-art modern teaching-learning aids and resources*. Each and every classroom, laboratory, library, hostel campus is equipped with computers, audio-visuals, multi-media, ICT, CAL and internet facilities to access information/materials any time of the day. Faculty is also encouraged to communicate through web groups, webinars for exchange of knowledge, questions, resources and information, within and outside the nation. To economize the time, faculty also has access to CCTV supervision of the clinical work of the students. Through electronic mail services provided through intranet, the assignments, presentations and clinical records of the students are evaluated by the faculty so that the work is completed faster.

The students pursuing Diploma in Hearing, Language and Speech (DHLS) and placed in 10 study centres across the country (Imphal, Cuttack, Ranchi, Jabalpur, Ajmer, Delhi, Mumbai, Puducherry, Shimla, Bhagalpur) are *taught through virtual classrooms through videoconferencing system with the live classes held at AIISH, Mysore* which is also the 11th study centre.

**'National Library and Information Services Infrastructure for Scholarly Content (N-LIST)'** promoted by the UGC through INFLIBNET agency serves as a good electronic resource for students, research fellows and faculty of the institute and each of them are provided with a user name and password. *Electronic review in medical domain (ERMED)* that is mediated by the National Medical Library provided by the Ministry of Health, Govt. of India serves as a good access mode for more than 1000 e journals in medical and allied professions. Using the intranet link, the faculty can access more than 176 e-books. There is currently an attempt made to provide *E-PROXY facility* to the faculty so that they can access the resources that are available and centralized in the library at their homes or anywhere they are placed once they login with the user name and password. Faculty have been provided access to a software to check for plagiarism in the documents submitted by students, peers and others.

2.3.6. *How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?*

With the boom in the internet facilities, communication across the sister institutions in the country has been made easy. The same is true with respect to international institutions. The library resources at the institute are also comprehensive and very adequate. So there is plenty of scope to expand the knowledge base beyond the class room teaching experience. Besides this, student and faculty are exposed to guest lectures, special talks etc in the workshops, seminars and conferences that the institute itself hosts very frequently. The level of knowledge and skills is also promoted through:

- Webinars and Web resources,
- Active interactions with like and allied professionals in the country and outside the country.

- Conduction and participation in Seminars/ Symposiums/ Workshops organized at the institutes or sister concerns in the country and abroad.
- Research and development activities etc

*2.3.7.* *Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?*

The institute nominates **mentors** for each class of students for academic and personal guidance. Besides, a male and a female **Student Counsellor** is nominated from the Department of Clinical Psychology of the institute. Each class/section has a Mentor/Advisor. **Academic Coordinator and Registrar at the Academic Section** serves as Advisors for course/examination and other related activities.

*2.3.8.* *Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?*

The ***faculty have been using various methods spanning from lecture interaction, project based learning, computer assisted learning, experiential/practical/clinical learning etc.*** They also use the resources available in the digital library extensively. Practical training and tutorials are given importance. Self learning materials are prepared by few of the faculty for Diploma in Hearing, Speech and Language programme. From the year 2008, Credit Based System was adapted in PG Diploma in FSST programme. From the year 2010-11, the master's programme in speech-language pathology, and audiology was shifted to CBCS pattern. With this shift, all the faculty are geared towards teaching the hard core, soft core and open electives to students with a multidisciplinary focus.

*2.3.9.* *How are library resources used to augment the teaching-learning process?*

A ***centralized library*** is located within the campus. Besides this, few departments maintain their own department libraries. The centralized library has 'National Library and Information

Services Infrastructure for Scholarly Content (N-LIST)' promoted by the UGC through INFLIBNET agency and this serves as a good electronic resource for students, research fellows and faculty of the institute and each of them are provided with a user name and password. Electronic review in medical domain (ERMED) that is mediated by the National Medical Library provided by the Ministry of Health, Govt. of India serves as a good access mode for more than 1000 e journals in medical and allied professions. ***Using the intranet link, the faculty can access more than 176 e books***. There is currently an attempt made to provide E-PROXY facility to the faculty so that they can access the resources that are available and centralized in the library at their homes or anywhere they are placed once they login with the user name and password. ***Faculty have been provided access to a software to check for plagiarism in the documents submitted by students, peers and others***.

2.3.10. *Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.*

No. The institute has not faced major challenges in completing the curriculum within the planned time frame and calendar.

2.3.11. *How does the institute monitor and evaluate the quality of teaching learning?*

Various mechanisms are employed to monitor and evaluate the quality of teaching learning. ***In the theory section, tests, assignments, small projects, essays etc are used and in the clinical section, various formats developed for the continuous evaluation of student clinicians is utilized*** to assess the performance of each student in the evaluation and management of students. Student feedback on teaching also helps to monitor and modify the teaching learning process.

## 2.4. Teacher Quality

2.4.1. *Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum*

| Highest qualification | Professor | | Reader | | Lecturer | | Assistant Lecturer | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | |
| *Permanent Teachers* | | | | | | | | | |
| D.Sc./D.Litt. | - | - | - | - | - | - | | | - |
| Ph.D. | 01 | 08 | 04 | 01 | 01 | 03 | | | 18 |
| M.Phil. | 01 | - | 01 | - | 02 | 01 | 01 | - | 06 |
| PG | - | - | 01 | - | 09 | 07 | | | 17 |
| MS | 1 | - | - | 1 | 1 | - | - | - | 03 |
| *Temporary teachers* | | | | | | | | | |
| Ph.D. | - | - | 01 | 01 | - | - | | | 02 |
| M.Phil | - | - | - | - | - | 01 | | | 01 |
| PG | - | - | - | - | 03 | 04 | | | 07 |
| *Part-time Teachers* | | | | | | | | | |
| Ph.D. | - | - | - | - | - | - | | | - |
| M.Phil | - | - | - | - | - | - | | | - |
| PG | - | - | - | - | - | - | | | - |

2.4.2. *How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.*

Posts for faculty position are advertized in leading newspapers and on the website of the institute. A committee constituted by the Director scrutinizes the application and prepares a list of eligible candidates based on the recruitment rules. A short list of eligible candidates is prepared, and they are called for an interview. The faculty is recruited through direct selection mode by a Selection Committee chaired by the Additional Secretary, Ministry of Health and Family Welfare, New Delhi. The committee will consist of nominee of DGHS, New Delhi, two experts in the field and the Director as the Member Secretary. Candidates are interviewed by the committee. An offer letter is sent to the candidate following approval by the Chairperson of the Executive Council of the institute.

Owing to increase in the number of seats (under oversight committee), the Ministry of Health and Family Welfare approved creation of posts, both permanent and contract. The institute has required number of qualified faculty (as per RCI norms) to handle the courses of various programmes. Within the past four years, even the new programmes that were introduced, especially the PG Diplomas were handled by experienced faculty carrying out research in this field or who

were involved in teaching this area of specialization. Apart from this, invited lectures are arranged from experts in the field. For courses such as genetics, epidemiology, neurology, pediatrics etc, visiting faculty from other institutions are appointed.

List of faculty at AIISH is enclosed as **Appendix 5**.

2.4.3. *Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.*

a) *Nomination to staff development programmes*

| Academic staff developmental programmes | Number of faculty nominated |
|---|---|
| Refresher courses | 12 |
| HRD programmes | 12 |
| Orientation programmes | 05 |
| Staff training conducted by the University | 05 |
| Staff training conducted by other institutions | 21 |
| Summer / winter schools, workshops, etc. | 268 |

b) *Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.*

| | |
|---|---|
| Teaching learning methods / approaches | 51 |
| Handling new curriculum | 59 |
| Content/ knowledge management | 02 |
| Selection, development and use of enrichment materials | 03 |
| Cross cutting issues | 17 |
| Audio Visual Aids / multimedia | 85 |
| OER's (Open Education Resources) | AIISH has facility to see Navashikar Channel by RCI which is a Apex Statutory Organization governing the disability sector. |
| Teaching learning material development, selection and use | 62 |

*c) Percentage of faculty:*

- *Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies*

  Approximately 54% of the faculty are invited as resource persons in Workshops/Seminars/Conferences that are organized by external professional agencies. Details are provided in **Appendix 6 A.** The institute also organizes workshops, seminars and conferences in which faculty serve as resource persons. The details are provided in **Appendix 6 B.**

- *Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies*

  Approximately 78% of the faculty have participated in external workshops/Seminars/Conferences conducted by national / international professional bodies. Details are provided in **Appendix 7 A.**

  Faculty and staff have also participated in various workshops / seminars / conferences conducted by the Institute. The details are provided in **Appendix 7 B.**

- *Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.*

  Approximately 84% of the faculty have presented papers in Workshops/Seminars/ Conferences conducted/ recognized by professional bodies. Details are provided in **Appendix 8**.

2.4.4. *What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)*

*Research grants*:

Research grants are received from extramural funding agencies such as DST, ICMR, CSIR, UNICEF etc. The institute provides Intramural grants under the 'AIISH RESEARCH FUND (ARF)' to the tune of rupees 5 lakh per

research project. By the end of financial year 2012, there were 105 research projects funded by ARF and 8 research projects funded by extramural grants.

*Study leave*:

Faculty are eligible to avail 2 years leave for study purpose within the service period as per the guidelines of Govt. of India. In 2011-12 two faculty availed study leave.

*Deputation to national/international conferences/seminars*:

Each faculty is permitted to attend two national conferences (one funded by the institute and the other sponsored by any other agency outside the institute). Funds outside the institute shall be sought by faculty attending conferences/seminars abroad.

*Training programmes*:

Faculty attend various types of training programmes at and outside the institute.

*Organization of national/international conferences*:

Faculty co-ordinate and organize national and international conferences. Details are enclosed as **Appendix 9.**

*Award of fellowships:*

Faculty have received fellowships from outside agencies to pursue their academic interests.

*Visits abroad*:

Faculty have visited organization/s abroad on invitation as resource persons or for training. Details of faculty who received awards, fellowships etc and visited abroad are enclosed as **Appendix 10.**

2.4.5. *Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.*

Although no formal mechanism exists in the institute to award the faculty for excellence in teaching, the teacher evaluation

by the students, which is conducted at the end of every even semester has consistently revealed that 52 to 77 percentage of the faculty obtain a score above 80 percent (excellent category). The same is considered as one of the factors in 'Assessment Promotion Scheme' for promotion / up gradation of the faculty to next grade or during direct selection to higher posts.

*Percentage of faculty who were graded 80% and above by the students (past two years)*

|  | 2010-11 | | 2011-12 | |
| --- | --- | --- | --- | --- |
|  | 80-90% | 91-100% | 80-90% | 91-100% |
| Number of faculty | 23 | 05 | 32 | 09 |
| Total faculty strength | 53 | 53 | 53 | 53 |
| Percentage with grades | 43.39 | 9.43 | 60.37 | 16.98 |

Several faculty have received awards and honours for their significant contribution and promotion of interests in the field of speech, language and hearing or for their contribution towards research. Details are enclosed as **Appendix 10.**

The institute has always promoted the growth of the faculty by encouraging them to participate in the national and international events conducted by various agencies in the field of Speech-Language Pathology, Speech-Language Sciences, Audiology and in various multidisciplinary areas which are of interest to the institute. Financial sanction is given to one of the event and official permission without finance is granted to the faculty for the rest of the events.

*2.4.6.* *Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?*

Faculty evaluation is done by the students at the end of each even semester. The faculty is evaluated on 20 points on a 5 point scale. The students are briefed about the computerized procedure and are provided with a code. They have to take some time to carefully rate the faculty on each of the 20 point. The software generates report for each faculty on each course taught which is provided to them for improvement in teaching.

The structure of the faculty evaluation form is enclosed as **Appendix 11**.

There is however no formal mechanism for evaluation of the faculty by external peers. The faculty is appraised with documents about their ratings by the students. The lacunae if any on any of the 20 points in the scale serves as an indicator for the faculty to specifically address this issue for better performance in the forthcoming year.

## 2.5. *Evaluation Process and Reforms*

*2.5.1* *How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?*

The details of evaluation methods that would be adopted are ***communicated to the students in the beginning of a programme by the faculty***. The dates for the tests are announced in advance (at least a week earlier). The examination and evaluation scheme is announced on the notice boards for programmes run on CBCS pattern. In the initial period of the programme, students are provided details of the type of process that would be involved to evaluate their performance in clinical activities. Faculty is also provided with a copy of the evaluation formats. In the monthly meetings, mentors provide feedback to individual students.

*2.5.2.* *What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?*

The ***institute follows the guidelines issued by the University of Mysore via its academic bodies from time to time as it is affiliated to the university***. The major evaluation reform initiated by the institute/affiliating university include Self Financed Scheme with Credit Based Programme (Post Graduate Diploma in Forensic Sciences and Speech Technology), and Credit Based Choice Based Programme (Post Graduate Diploma in Clinical Linguistics, Post Graduate Diploma in Neuro Audiology, M.Sc (Audiology), M.Sc (Speech-Language Pathology) and M.S.Ed (Hearing Impairment).

One of the evaluation reforms that the institute has adapted is 12-point evaluation of faculty for promotion under Assessment Promotion Scheme.

*2.5.3.* *How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?*

The ***faculty attend meetings of the university and at the institute related to evaluation reforms***. It is ensured that the faculty implements these reforms through coordinators nominated for this purpose at the institution. Many of the academic programmes are professional skill based programmes. Students spend 50 % in the theory classes and 50 % in clinicals. The overall distribution of hours in theory classes, clinical, library and practical (tutorial) classes for each of the programme per week is shown below.

| Programmes | Class (hrs) | Clinicals | Library (mins) | Practicals (mins / hrs) |
|---|---|---|---|---|
| Diploma | 10 to 20 | - | - | 17 |
| UG | 20 | 20 | 20 to 50 | 1 to 1 ¾ |
| PG | 20 | 20 | 20 to 40 | 50 mins to 1 hr 40 min |
| Ph.D. | 02 (for 16 wks) | 08 | - | - |

*2.5.4.* *Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.*

***In CBCS and other programmes, the progress of the students is monitored continuously***. In the clinical services, where the students are posted for clinical work, feedback is given to the students after 25% and 50 % of their posting so that they can improve upon the deficit areas. Those students who require special attention due to poor or less than average performance in the clinical skills are closely monitored and supervised. Internal assessment marks and Component 1 and 2 (C1 & C2 in CBCS structure) are communicated to the students by the faculty. As per the university rules, there is scope for reevaluation and challenge valuation of answer scripts.

*2.5.5.* *Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the student's results / achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes / courses offered.*

An *interactive and close monitoring mechanism is employed in communicating the progress and performance of students throughout the duration of the course/programme*. Attendance of each student is expected to be minimum 75% in individual courses of the programme and 90% in clinical. Biometrics is used for attendance. Attendance of students is displayed on the notice board monthly. The mentors of each class and section have monthly meetings with students wherein periodic counseling is carried out to ensure that the performance of the students in academic, clinical, co curricular and extracurricular activities is near optimum. Further, the marks obtained in every component are communicated to the students. The details of the results / achievements are provided hereunder:

| Sl. No. | Year and Month of examination | Programme | No. of students appeared | No. of students passed | Fail | Percent-age of pass |
|---------|---------------------|---------------|------|------|------|------|
| 1 | April 2011 | B.Sc. (Sp&Hg) | 45 | 42 | 03 | 95% |
| | April 2010 | -do- | 38 | 34 | 04 | 90% |
| | April 2009 | -do- | 38 | 38 | - | 100% |
| | April 2008 | -do- | 37 | 37 | - | 100% |
| 2 | May 2011 | M. Sc (Aud) | 36 | 33 | 03 | 92% |
| | May 2011 | M. Sc (SLP) | 35 | 28 | 07 | 80% |
| | May 2010 | M. Sc (Aud) | 32 | 30 | 02 | 94% |
| | May 2010 | M. Sc (SLP) | 36 | 31 | 05 | 86% |
| | May 2009 | M. Sc (Aud) | 20 | 20 | - | 100% |
| | May 2009 | M. Sc (SLP) | 20 | 20 | - | 100% |
| | May 2008 | M.Sc (Aud) | 19 | 19 | - | 100% |
| | May 2008 | M.Sc (SLP) | 20 | 20 | - | 100% |
| 3 | May 2011 | B.S.Ed. (HI) | 03 | 02 | 01 | 70% |
| | May 2010 | - do - | 05 | 05 | - | 100% |
| | May 2008 | - do – | - | - | - | - |
| | May 2007 | - do – | 05 | 05 | - | 100% |
| 4. | May 2011 | M.S.Ed.(HI) | 03 | 03 | - | 100% |
| | May 2010 | -do- | 05 | 05 | - | 100% |
| | May 2009 | -do- | 05 | 05 | - | 100% |
| | May 2008 | -do- | 06 | 06 | - | 100% |
| 5. | May 2011 | PGDFSST | 04 | 04 | - | 100% |
| | May 2010 | -do- | 03 | 03 | - | 100% |
| | May 2009 | -do- | 02 | 02 | - | 100% |
| 6. | May 2011 | PGDCL | 03 | 03 | - | 100% |
| | May 2010 | -do- | 02 | 02 | - | 100% |
| 7. | May 2011 | PGDNA | 08 | 08 | - | 100% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8. | June 10-11 | DHLS | 145 | 87 | 58 | 60% |
| | May 09-10 | | 187 | 151 | 36 | 81% |
| | May 08-09 | | 202 | 146 | 56 | 72% |
| | May 07-08 | | 52 | 39 | 13 | 75% |
| 9. | June 10-11 | DTY HI | 08 | 06 | 02 | 75% |
| | May 09-10 | | 02 | 02 | Nil | 100% |
| | May 08-09 | | 07 | 07 | Nil | 100% |
| 10. | June 10-11 | DHA & ET | 04 | 03 | 01 | 75% |
| | May 09-10 | | 04 | 04 | Nil | 100% |
| | May 08-09 | | 04 | 04 | Nil | 100% |
| | May 07-08 | | 06 | 06 | Nil | 100% |

*2.5.6.* *Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc)*

The allocation of the marks issued by every faculty is predetermined and this is communicated to students before the commencement of the programme. ***Marks obtained in the tests, assignments etc is communicated to the students at the earliest****. The IA, C1, C2 is shown to the students and their signature is obtained. IA, C1, C2 are common to theory and clinical courses. Good clinical skills requires good communication skills, logical thinking and application of theory and various personal attributes such as personality, sincerity, punctuality etc. Plenty of opportunities are given to students through interaction in groups and individually to assess this aspect. The rating of the students is carried out for the Diagnostic/Evaluation skills as follows:

| Sl No | Skills assessed | Maximum points offered |
|---|---|---|
| 1 | Planning and Assessment | 10 |
| 2 | Counselling and Time Management | 09 |
| 3 | Maintenance of Clinical Documents | 03 |
| 4 | Professionalism | 03 |
| | Total | 25 |

The rating of the students is carried out for the Therapeutic skills as follows:

| Sl. No. | Skills assessed | Maximum points offered |
|---|---|---|
| 1. | Planning and Assessment | 07 |
| 2. | Therapeutic skills | 07 |
| 3. | Counselling and Time Management | 05 |
| 4. | Maintenance of Clinical Documents | 03 |
| 5. | Professionalism | 03 |
| | Total | 25 |

*2.5.7.* *Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.*

The institute makes earnest efforts to see that the objective of each course, as listed in the syllabus is achieved by the faculty. ***The principle of evaluations is clearly spelt out in the beginning of the programme***. The evaluation process is kept as transparent as possible with periodic summative evaluations performed as per the format. Formative and summative evaluation is based on the performance of the students in theory, orals, clinical and practicals. The evaluation format includes grading/marking and this is reflected as IA in non CBCS programmes and as C1 and C2 component in the CBCS programmes. The question papers provide scope for essays/long answers and short answers. Question papers of the previous years are compiled and are made available in the library for the benefit of the students.

*2.5.8.* *What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?*

***The institute follows the guidelines issued by the University of Mysore***. Evaluation is based on the keys of answers provided by the university. The university provides photocopies of the answer scripts and provides scope for challenge evaluation. Since the institute is affiliated to University of Mysore, redressal of grievances with reference to evaluation as set by the university is followed.

## 2.6 Student performance and Learning Outcomes

2.6.1. *Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?*

**The learning outcomes for every course in a programme are written in the syllabus**. A copy of the syllabus is issued to the students and the faculty. The faculty also communicates to the students about the expected learning outcomes in the first lecture class.

2.6.2. *How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?*

**The curriculum for each course in the programme is structured in a modular form**. In UG and PG programmes (non CBCS) each course is divided into 5 units, whereas the PG courses following CBCS pattern is divided into 4 units. The coverage of units is defined in time duration (as hours per unit) to structure the teaching hours. The tests, assignments and others to be administered as part fulfillment of internal assessment is predetermined and this is strictly adhered to by the faculty and the students. For example, C1 is to be provided by the end of 12th week and C2 by the end of 24th week and examination for C3 is conducted as stipulated in the schedule by the University.

2.6.3. *What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?*

**The courses of each programme is framed based on the needs of the society and keeping in mind the needs of the country**. Being a professional programme, the training of the student focuses on development of skills required in that particular domain. Graduates and post graduates in the field of Speech-Language Pathology and Audiology are in demand and in fact there are less number of these professionals available in the country to meet these demands. Most of these graduates are placed in various set ups ranging from teaching, private clinics, government jobs, hearing aid industries, ENT clinics, Neurology clinics etc. The undergraduate and post

graduate students in Special education (Hearing Impairment) are well placed in the inclusive and integrated education set ups for the disabled. The Diplomas are serving as Speech & Hearing Assistants in their respective fields.

2.6.4.    *How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?*

*Frequent interactive meets are held with the students and student council to obtain feedback about the curricular structure and this is incorporated when curricular modification is made*. The data on student learning outcomes is stored in the form of marks obtained by each student in tests, assignments, IA and C1,C2 and C3 (in CBCS).

2.6.5.    *How does the institution monitor and ensure the achievement of learning outcomes?*

This is achieved by *strict adherence to the time table and the curricular framework*. For the practical and clinical outcomes, the framework set by the departments where the students are posted is followed and this is usually in a continuous assessment format.

2.6.6.    *What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?*

The professional attributes required on the part of students for each programme is *well defined and in the perspective of the national schemes and welfare measure set for persons with communication disorders*. The institute hence, thrives to produce independent professionals in the respective areas of the profession.

2.6.7.    *Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.*

Continuous assessment of students is carried out when they are placed in various clinical set ups (within the institute and outside the institute for intern students). *The activities of the students under supervised clinical activities are continuously monitored by the clinical staff/technical staff and the faculty*.