CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 *Institutional Vision and Leadership*

6.1.1. State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The vision statement of the institute is to ensure "Effective Communication by One and All". This vision is met by the following mission objectives:

- Manpower generation in the field of speech and hearing.
- Basic and applied research in speech, language and hearing.
- Clinical services to persons with communication disorders (speech, language and hearing).
- Education to the public on issues related to communication disorders (speech, language and hearing).

The mission statement reflects that ultimately, it is the persons with communication disorders and their parents and caregivers who stand as beneficiaries and stakeholders of all the programmes of the institute, be it manpower generation, research, rehabilitation or public education.

Addressing the needs of the society:

a) The focus of the institute, is to serve persons with various communication disorders that are caused due to speech, language and hearing impairments. The consequences of these disabilities in children and adults leads to a trail of subsequent influences on parents/caregivers, family members and the society at large. The person with disability also undergoes emotional/psychological, social/adaptive, academic, vocational setbacks and the effect of these is also borne by the family. The institute focuses on prevention and early identification of the disorders of communication and facilitates early initiation of rehabilitative measures. By doing so, the impact of the disability is minimized and the persons with communication disorders will in the long run contribute as productive individuals and in this sense, they **become a productive member of the society**. The focus of all the institution centered programmes is distinct as they reach

out to the nation, with special focus on the north eastern states where the facilities for rehabilitation of communication disorders is significantly limited.

b) The institute has maintained the tradition of quality services by adopting stringent introspective and review means such as process evaluation of all its programmes periodically. Self-appraisal probes are used as an effort for quality upgradation of teaching faculty and staff which are also used for the consideration of promotion in jobs and for accountability of their work. The ethical committee for bio-behavioural research looks into ethical issues involving human subjects in the research design proposed by faculty. Student as well as faculty is encouraged to involve in webinars and digital networking via videoconferencing to *access advanced resources and to establish active interactive collaboration.*

c) *Education of the public and co-professionals* on various aspects of the communication disorders starting from prevention to early identification to rehabilitation is carried out using various modes such as print, audio-visual, radio talks, street plays, documentaries, orientation and sensitization programmes. The doors of the institute are open to the public on last Saturday of every month where they get an opportunity to interact and listen to experts on various issues of communication disorders as a part of 'Public Lecture Series'. Camps are conducted frequently to screen persons at risk for or with communication disorders. Orientation programmes are conducted for the benefit of various target groups such as health workers, teachers, nurses and public in general.

Addressing the needs of the students:

a) The institute offers a wide range of programmes that include Certificate, Diploma, Graduate, Post Graduate, PG Diploma, Doctoral and Post Doctoral, covering the areas of Speech, Language, Hearing and Special Education. The primary aim is to *generate professionals to cater to the rehabilitation needs of persons with various communication disorders.* The trainees are groomed as clinicians, master trainers as well as researchers in the field. These academic programmes strive to adopt innovative and best practices in the curricular aspects, teaching-learning process, research initiatives, infrastructure, student support services, governance etc in

realizing and translating the vision statement of the institute. In keeping with the objectives of the higher education policies of the nation, the vision and mission of the institute reflects the earnestness in capacity building, manpower generation and provides thrust to research in the area of communication disorders.

b) The academic programmes of the institute *transcend the border* to include international students, by creating special quota for foreign candidates.

c) The needs of the professionals from the field and allied fields who reside within and outside the country and who require to update their knowledge in the field of Speech-Language Pathology and Audiology are addressed through *workshops, continuation education programmes, refresher programme and short term training programmes.*

d) The students of the institute are provided *training in the community set up* by posting them in the outreach service centres of the institute (through the Department of Prevention of Communication Disorder) and expose to the stream of tele-diagnostic and tele-rehabilitation (through the Centre for Rehabilitation and Education through Distance Mode).

e) The students also participate in the *screening programme* conducted for new born infants in the hospitals, for school children in urban and rural areas and in camps conducted frequently in various states and districts across the country. These are carried out as a part of NSS activity or as sponsored programme by the NGO's such as Rotary Club, Lions Club etc.

f) *Sensitizing IERTs* (Inclusive Education Resource Teachers) through Sarva Shiksha Abhiyan (SSA) has provided a quantum leap to the objective of prevention, early identification and rehabilitation of children with speech-language and hearing disorders in schools.

All these are carried out to establish a match between the objectives set under the mission of the institute and the hands on training provided for them.

Institution's traditions and value orientations:

The eleven departments in the institute and the various sections (Academics, Administrative and Library and Documentation) contribute holistically in the achievement of the success in the

vision and mission of the institute. The individual departments focus on specific goals and objectives to accomplish the elements of vision and mission of the institute:

Centre for Rehabilitation and Education through Distance Mode (CREDM):

CREDM provides professional services to persons with various communication disorders and their parents / caregivers across the nation. The objectives are achieved through the supply of resource materials (print and multimedia contents) and by providing tele-orientation, tele-assessment and tele-intervention programmes in 11 centres located in hospitals of various states in the country.

Department of Audiology:

The activities of the department are geared towards accomplishment of the vision statement by carrying out audiological evaluation and rehabilitation for persons with various types of hearing problems of all ages. The department provides assessment and rehabilitation for persons with hearing impairment as client-oriented procedures. Research activities are also undertaken with the focus of providing better rehabilitation facilities for individuals with hearing impairment.

Department of Clinical Psychology:

The department provides clinical services based on psychological perspectives for persons with communication disorders. It also contributes towards research and development of various psychological aspects of communication disorders.

Department of Clinical Services:

The department has the state-of-the-art technology for diagnosis and management of persons with communication disorders due to hearing, speech and language impairments caused due to various etiologies (congenital and acquired conditions). The students and stakeholders are closely involved in the rehabilitation services and they are monitored by a dedicated group of qualified professional on a regular basis.

Department of Electronics:

The department provides support services for maintenance and repair of equipment used in the institute for various purposes such as evaluation and rehabilitation of individuals with

communication disorders. It also provides electrical repair services and maintenance of the video-conferencing system of the institute which is linked to 11 centres across the country.

Department of Material Development:

The department helps in preparation of public awareness materials such as posters, pamphlets, brochures and audio-visual materials which assist the institute to meet its vision statement.

Department of Otorhinolaryngology:

The department translates the vision statement of the institute by providing out-patient services, minor operation theatre (OT) services and major operation theatre (OT) services for persons with ear, nose and throat disorders. It also focuses on problem focused clinics such as vertigo clinic, etc.

Department of Prevention of Communication Disorders (POCD):

Through its extension services, the department caters to the persons with communication disorders by carrying out activities such as screening, evaluation and management. It has opened 3 outreach service centres in the rural pockets of Karnataka which includes Hullahalli in Nanjangud Taluk, Mysore District; Akkihebbalu in K.R. Pete Taluk, Mandya District; and Gumbahalli in Yelandur Taluk, Chamarajanagara District. In addition to this, it conducts new born screening programme (to screen for risk factors in new born infants for various communication disorders) in 12 Hospitals and Immunization Centres in Mysore and 2 such Centres in Santhemaralli (Yelandur Taluk) and T. Narasipura Taluk. Additionally, specific target groups (teachers, industrial workers / management group, Anganawadi workers, Health Officers, Axillary Nursing Midwives, Medical Officers in PHCs, Nurses, etc.) are educated regarding prevention and early identification of communication disorders

Department of Special Education:

The department conducts capacity building in the area of Special Education (Hearing Impairment). It also offers special educational services to children with special needs (CWSN) from infancy through school years, conducts research and publishes need-based materials in text, digital, audio-video mode for dissemination amongst the service providers and parents.. The department has expanded the scope of its activities by

launching specialized service units such as: (1) LiBo Toy (Library of Books and Toys for children with special needs) (2) Caregivers Literacy Training Unit (CLTU) under which training is offered in basic literacy as well as computer literacy skills to parents / caregivers and thus contributes to National Literacy Mission. The Preschool Training Centre housed in the department aims to imparting early education to children with special needs in order to enable all-round development and prepare them for Inclusive Education. It provides early stimulation and developmental training in all areas of development, prepares children with special needs for successful schooling, especially in inclusive learning environments, stimulates congenial learning environment for young children with special needs, empowers caregivers (including computer literacy training of young children with special needs and prepares them as parallel educators to support their children's education and manpower training going related fields like speech and hearing, and special early childhood education among others.

Currently 210 children with special needs are availing preschool services. There are totally 43 groups for children with hearing impairment, mental retardation, autism and multiple disabilities. The services are being offered in Kannada, Hindi, Malayalam, Tamil, Telugu and English languages.

Department of Speech-Language Pathology:

The department strives to achieve vision statement of the institute through its focused programmes targeted to specific clinical population with various speech, language and communication disorders. Apart from the routine diagnostic and therapeutic activities, disorder specific rehabilitation is undertaken through its special clinics of Augmentative and Alternative Communication Clinic (AAC), Autism Spectrum Disorders Clinic (ASD), Unit for Orofacial Structural Anomalies (U-SOFA) and Motor Speech Disorders Clinic (MSD).

Department of Speech-Language Sciences:

The department serves diversified population of India through capacity building as well as theoretical and applied knowledge generation in speech, language and communication sciences. The mission of the institute is met by providing evidence-based tests and measures for assessment and management of persons with communication disorders. The extended mission includes

professional voice care, forensic speaker identification, neuro physiological measures on speech and language behavior, and establishment of multilingual database of speech, language and communication in different socio-linguistic population of India.

Vision for the future:

While AIISH stands steadfast on its glorious achievements in the past, it holds a vision and mission for its future. Communication disorders are fast emerging as a major challenge for the modern mankind on the threshold of new information age. They are growing in numbers and multiplying the challenges. Under such circumstances, the following outline gives an insight into the vision for the future.

Technology Up-gradation:

Technology up-gradation is the backbone of manpower development, clinical services, documentation of information and/or research. AIISH has already expanded on classroom instruction through Open Distance Learning, digital learning and related system of pupil evaluation or examinations. In clinical services, the Institute has already opened vista for their ongoing video recordings and relay, video conferencing, tele-interventions, e-based consultations and therapy, use of expert systems for computer based diagnosis and treatment planning, developing data base for patient records, etc. Many software are developed with relevance for persons with communication disorders. Using the expanding technology and with further innovation, there is a strong possibility to even embark on rehabilitation tourism in the same lines as medical tourism-which is gathering popularity and encouraging foreign money inflows across the country. Online programmes are also on the anvil to meet the future needs.

Inter-disciplinary & Problem Focused Approaches:

There is a large population with communication disorders who are not yet reached, and who require to be identified and rehabilitated. In parallel there is a need to strengthen the field with more focused approach. Among the several unexplored areas include areas like speech and auditory physiology, language processing, issues related to bilingualism and multi-lingualism, neuro-cognitive linkages in pediatric and geriatric populations, schemes for improving design and accessibility for persons with disabilities, access audit, explorations into genetic basis for communication disorders, etc. The field of electronics

and IT enabled services holds exciting possibilities for research into artificial speech, speech synthesis, speech recognition and allied aspects of cognitive retraining and artificial intelligence. Material sciences lend their know-how towards innovations in the field of aids and appliances such as cochlear implants, ear mould techniques, and others. ***The future of this institute is in problem focused departments, research agenda, clinical and course training programmes, etc.*** There is a need to spread the wings to include research on communication skills of typical individuals in the society such as accent training, training of voice over artists, radio jockeys, voice culture etc, ***The focus would also be on preventive aspects of communication disorders and the development of models that can be replicated in the real world.***

Transcending Borders:

The institute is a part of national programmes such as the National Programme on Prevention and Control of Deafness; Sarva Shiksha Abhiyaan (to prepare Master Trainers about children with special needs). The ***vision for the next decade is to go beyond the borders to the neighboring SAARC countries, third world nations, the Far East and even the other side of the globe***. At present, there is brain drain of trained man power in the field of speech and hearing to the west. The establishment of center of excellence is likely to reverse this trend, preserve the ongoing drain of valuable human resource, as well as build human capital for the direct benefit of the nation. In the near future, there can be efforts in the direction of establishment of offshore campuses, offering international consultancy services, collaborative research, global networking and recruitment, serving as interface between the government and the public, enabling policy formulation, implementation and evaluations, etc.

Monitoring & Mentoring:

As yet, there are no concrete yardsticks and benchmarks in the field of communication disorders. Most activities, policies and programmes in the area are ad hoc events. ***Irrespective of the national task-whether it is a matter of national statistics on prevalence and incidence, products and procedures for assessment, recommendations for national programmes or policies, their implementation or process evaluation, guidance for consumer groups, interconnectivity between NGOs or service providers, mentoring or monitoring budding***

institutions, advocacy, protecting the rights of affected populations, marketing their cause, serving as think tank for legislators and administrators, or all such other macro issues related to communication disorders-the AIISH envisages its voice to participate and contribute to the growth in all these endeavors.

6.1.2. *What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?*

Manpower development:

The institute has taken many ***proactive initiatives to facilitate teaching learning outcomes***. Faculty evaluation by students is an important component that has helped in quality improvement in teaching learning and in modification of the syllabi. Faculty empowerment programmes have given impetus to the output in terms of teaching, research and clinical training. The services of the faculty are even outsourced to aid in the national programmes and policies. Student centered learner approach is the crux of all the programmes at the institute. The institute has been the first to implement Choice Based Credit Based (CBCS) system in the PG programmes of Audiology and Speech-Language pathology. Institute has also forged itself as one and only institute in the profession of speech, language and hearing to have initiated virtual learning mode of education for the Diploma in hearing, language and speech.

Research:

The institute is the only one in the country to have facility for intramural research grants titled "AIISH Research Funds". The institute gets a plan grant of 2 crore rupees per year. This grant is sanctioned to investigators from the institute and outside the institute (from the specialization of speech-language pathology and audiology an allied areas such as linguistics, electronics, neurology, physiotherapist etc). Collaborative, multicentric, interdisciplinary and multi disciplinary approach to research is aimed at and highly valued. Faculty of the institute are encouraged to seek extramural research grants from within the country (through DST, ICMR, CSIR etc) and also from abroad. Plagiarism check is mandatory for all types of publications and presentations. ***Institute brings out its own journal titled "Journal of All India Institute of Speech and Hearing" as an annual issue***. Faculty and staff are encouraged to present papers in national and international seminars and

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conferences. Students too are mainstreamed into research right from under graduation. They carry out research under the supervision of the faculty. The institute is also *looking forward for patenting its research outcomes*. There are 20 laboratories other than the laboratories of the departments with state-of-the-art equipment, ICT support and technology to facilitate research endeavors.

Clinical:

Students are trained on a one to one supervision basis (online and offline through tele media) in the department of clinical services and audiology to learn evaluation and management techniques for persons with various communication disorders. The clinical training of the students is enriched because of the partnership programmes of the institute with the community, schools and hospitals. *Apart from the in clinic training situation, students are also provided opportunities to work in special clinics (13 in number), three outreach services of the institute* which are situated in primary health centres of Hullahalli, Akkihebbalu and Gumballi. The interns of B.Sc (Speech and Hearing) are posted in various states in the country to provide them with an opportunity to sharpen their clinical skills in practice. The students also get opportunities to interact with the community when they are posted in new born screening programmes in various hospitals in Mysore and other districts, screening programmes for school children and in camps. The UG students in speech and hearing get theoretical inputs on basics in organization and administration of speech and hearing set ups in a course in undergraduation and the PG students in Audiology get an opportunity to learn from the course on 'Audiology in practice". Tele diagnosis and assessment facilities are made available for persons who cannot avail the services of the institute.

Public Education:

Educating the public and the mass regarding prevention and early identification of communication is one of the important missions of the institute. In order to provide the required impetus, in the year 2008, an independent department called Prevention of Communication disorders (POCD) was launched. All the departments and more specifically the POCD, Centre for Rehabilitation and Education through Distance Mode (CREDM) and the Department of Material Development (DMD) contribute to the resource materials in the form of pamphlets, brochures,

posters, books and booklets and audio video materials and street plays. The move is on to produce these material in multiple language, web based, digitized and as interactive mode of education.

6.1.2. What is the involvement of the leadership in ensuring :
The policy statements and action plans for fulfillment of the stated mission:

The institute is governed by the Ministry of Health and Family Welfare, Govt. of India. The policies and action plans of the institute are guided by the directives received from the Ministry of Health and Family Welfare. The ***various governing bodies such as Executive Council, Finance Committee, Academic Committee, meet to discuss and pass resolutions related to manpower development, research, clinical, and other activities of the institute***.

Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:

The ***institute follows a decentralized administrative hierarchical setup*** with adequate delegation of financial powers to cater to the requirement. Director is the Administrative Head of the institute. The departments are administered by a Head at the level of Reader and above. Further, administrative sections have section heads who are under the Director. Director communicates to various sections through the Administrative Officer and to the Academic Section directly.

Interaction with stakeholders:

The stakeholders to the institute includes: students seeking higher education in the field of communication disorders as well as parents / caregivers of affected individuals with communication disorders.

a) The inexpensive, low cost, high quality of professional services available at the institute, its homely ambiance, non-exploitative service providers, state-of-the art physical amenities available, supportive service personnel and penetrative technical support systems have often been highlighted as the indices for high consumer satisfaction scores in the periodic opinion surveys being carried out at the institute.

b) Monthly meetings of mentors with students and monthly meetings with parents / caregivers are conducted to solve academic and non academic issues with students.

c) Feedback from students is obtained to get inputs regarding student satisfaction relating to academic benchmarks.

d) The student feedback form is modified as the occasion demands and redesigned to reflect the current and emerging trends. The opinion surveys obtained from the student population and their parents have revealed that:

- The institute is the best for speech, language and hearing programmes in India with an excellent vision and mission.

- The quality of education offered at the institute is of international standards which paves way for better future prospect.

- It has excellent environment for teaching-learning and the standard of teaching is good.

- Disciplinary action taken for issues of misconduct, etc., is conducive and well-appreciated.

- There is scope for all-round development of student.

- There is good gain in practical knowledge in the field.

- There are well-equipped laboratories and dedicated qualified good faculty members.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:

During the process and the effort made by the institute to upgrade itself, four sub-committees were formed at AIISH in 2008, to look into specific issues such as :

a) Governance and Management
b) Time-Bound Outcome Measures And Internal / Peer Review Mechanisms

c) Structure of the Institute, Scope of Work and Related Finance

d) Steps to Move towards Global Best in Terms of Manpower Development, Clinical Services, Research and Public Education.

A special committee was also formed to collate the observations / recommendations / suggestions by a group of NGOs who are actively involved in the rehabilitation of persons with communication disorders. The draft agendas prepared by these committees were discussed in high-power committees which included distinguished representatives from RCI, Ex-directors / current Directors of National Institutes of Excellence and National Trust, Senior Alumni Members, distinguished professionals in the field of Speech-Language Pathology, Audiology, ENT, Neurology, Clinical Psychology and other disciplines. The draft proposal for upgradation of the institute was prepared by the institute based on the inputs received through these high-power committees. The summary of these minuted documents which facilitated policy decisions and planning which was based on need analysis and inputs received from various levels of stakeholders is provided in **Appendix 33.**

Reinforcing the culture of excellence:

The institute's proposal for a Centre of Excellence, has been put up to higher authorities and the Expenditure Finance Committee (EFC) memo has been submitted and is under process.

Champion organizational change:

Application will be submitted shortly to UGC for deemed-to-be-university status.

6.1.4. *What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?*

Various measures and procedures are undertaken to monitor and evaluate effective implementation of policies and plans of the institute and its implementation:

a) Meetings with the HODs of the departments, section heads, faculty, clinical staff, technical staff, students, parents of the students, parents / caregivers of the patients, etc., are held frequently to resolve any problems and also to supervise for effective implementation of the plans and policies of the institute.

b) The departments submit monthly reports and annual reports regarding various activities that the conduct for the given reporting year. This reflects the performance of the respective departments. The Head of the institution

provides feedback if there are any issues related to performance by the departments.

c) When work is relegated to committees or groups of faculty and staff or individual faculty and staff with respect to policy matters, clinical issues, student issues, administrative issues, etc., deadlines are imposed to oversee that the work is completed in time.

d) Each department conducts several departmental meetings (under the Chairmanship of respective HODs) to ensure smooth functioning of the activities of the department in terms of discussions of the problems faced in clinical, academic, and research activities; coordination of the department activities for workshops, seminars, conferences, in-house programmes and coordination inter-departmental programmes, etc.

e) The Department Heads are informed about changes if any, in the policies and plans of the institute from time-to-time and are requested to circulate the same within their departmental staff.

6.1.5. *Give details of the academic leadership provided to the faculty by the top management?*

a) The faculty are governed by the set of rules and regulations stipulated by the Director for conduction of theory, practical and tutorial classes.

b) Besides this general regulation, the faculty are given plenty of scope for their growth in academics, research, clinical supervision and inter-institutional professional link (for academic and research activities).

c) For the purpose of academic growth, individual faculty have access to the digital library resources through the personal computers that are issued by the institute.

d) Most of the faculty have free access to printing, scanning, downloading the web information, downloading e-journals, etc.

e) There is no restriction for the scientific papers that the faculty produce on their own or co-author alongwith other faculty and staff or serve as guide and / or co-author for papers produced by students.

f) The faculty are allowed to attend two workshops / seminars / conferences conducted in other institutes in the country per year (one with provision of TA/DA/OOD and the other considered as OOD).

g) The faculty are encouraged to present papers in international conferences and also they are also encouraged to seek financial assistance from scientific organizations such as DST, CSIR, ICMR, etc.

h) The faculty are encouraged to apply for post-doctoral fellowship under various schemes such as Fullbright fellowship, WHO fellowship, etc.

i) Depending on the need and the specific programme, faculty are deputed on OOD to attend Training Programmes or International Meets, deliver Guest talks, etc.

j) The 'Assessment Promotion Scheme (APS)' was implemented with effect from 05.07.2003. This has provided scope for many faculty to seek promotion to the next grade, and thus has kept up the motivation of the faculty as a whole.

k) Most of the senior faculty, reader and above is nominated as Heads of the departments on rotation basis once in two years. This provides an opportunity for them to put across their skill in administration and organization apart from keeping up with their academic and research interests in their area of interest.

l) Few of the faculty also head important sections such as Academic Section, Student Placement Cell which forms the core of all administrative issues related to academic programmes.

m) Most of the faculty are assigned one or other administrative responsibilities in positions such as wardens (for Men's hostel and Ladies hostel), in charge of guest houses (one of these being international guest house), NSS officers, Vice President of AIISH Gymkhana (in the seniority order on rotation every year), Chairpersons of Standing committees (For Example, Plagiarism committee, Student Placement, Internship, Hostels, Anti-ragging, Public Grievances, Student and Staff Welfare, Redressal of Complaints of Sexual Harassment, Library), many ad – hoc committees (For Example, Department Promotion Committee, Committee for conduct of events and programmes such as national and international workshops/seminars/conferences etc) and for positions such as Liaison Officer, Coordinators, Conveners, CPIO, CVO, Mentors, Counselors, etc. Such placement helps the faculty to grow as future leaders.

n) The faculty of the institute keep themselves engaged with research activities after their routine work of teaching and related work. The staff are encouraged to take in-house

projects and funding is not a constraint for major important in-house projects for which Ministry allocates fund under Plan budget. At the same time, staff are also encouraged to take up projects funded by external agencies such as DST, DBT, etc.

An overview of the additional responsibilities of the faculty/staff of the institute is listed in **Appendix 34.**

6.1.6. *How does the college groom leadership at various levels?*

a) The junior faculty gets the opportunity to be mentored by a senior faculty with respect to clinical, academic and research dimensions through individual and group interactions and by being in the same committees as that of the senior faculty.
b) Some of the junior faculty serves as co mentors with the senior faculty who are mentors for students.
c) The faculty gets an opportunity to guide students for master's dissertations, research papers, clinical conference presentations and journal club presentations.
d) Opportunities are given to the faculty to apply for fellowships, extra mural grants to conduct research and are also encouraged by providing OOD or paying the TA/DA.
e) In administrative issues also in various sections such as accounts, personnel section, establishment, stores and others, the junior staff work under the seniors which facilitates acquisition of required skills.

At the student level, the institute inculcates core values of competency, commitment and integrity. In undergraduate and postgraduate programmes in speech and hearing, the following is incorporated:

a) The senior students help the juniors in many respects, specifically in connection with the clinical, academic and research work.
b) Opportunities for the students to contest for the posts of mentors, class leaders, cultural secretary, sports secretary and general secretary are given in the AIISH Gymkhana.
c) In all the major events of the institute, students work side by side with the staff and faculty and this helps them in learning the required skills to organize and conduct events, be it student related, institute related or academic related.

In keeping with the changes in the teaching learning process, *in-house faculty development workshop on pedagogy and*

evaluation methods, faculty training for developing self learning material, student assessment procedures and orientation programme on CBCS for PG courses are conducted.

6.1.7. *How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?*

Director is the administrative head of the institute. The Executive Committee (EC) of the institute with which full powers are vested has delegated certain powers to the director keeping in view smooth functioning of the institute. Accordingly, the director exercises his/her powers as vested by the Byelaws and by the EC from time to time. Director in turn supervises and decides the planning and execution of activities by various departments. Certain financial powers are also delegated to the heads of the departments for meeting day to day contingencies.

The Organization Chart is as follows:

Organization Structure of AIISH
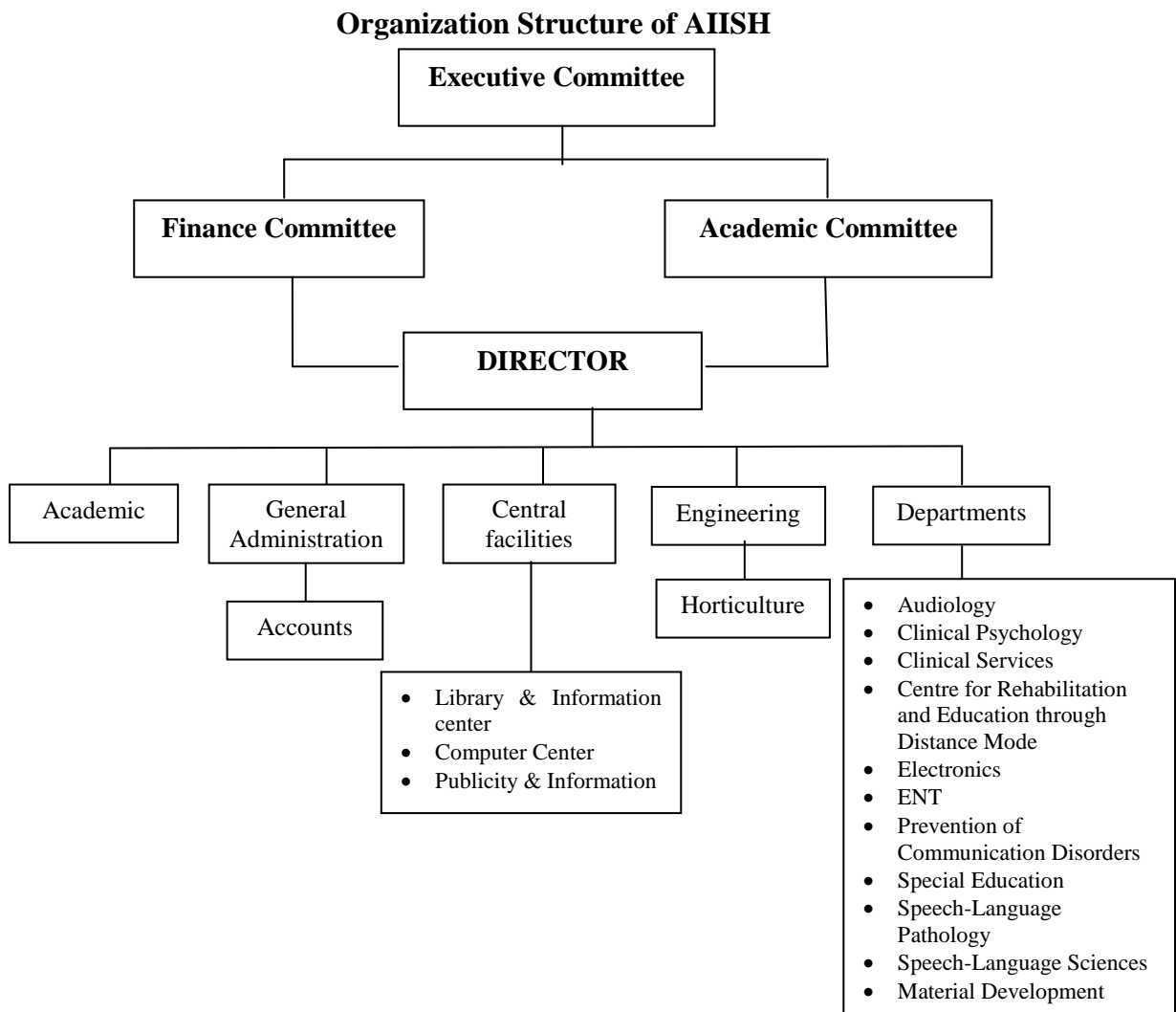
6.1.8. Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Participative management has been the crux of the institute and this in fact has helped in building and developing the various policies of the institute, carrying out the action plans of the institute and planning for future growth of the institute. Participative management has been the principle in student related issues and staff/faculty related issues. For example, students and staff get many avenues to express their opinion through the class representatives and heads of the departments/sections respectively. The students and staff/faculty are representatives of the AIISH Gymkhana which is a staff-student association of the institute. Collective decisions are encouraged by formation of various committees to manage the day to day affairs of the institute, take policy decisions, suggest future directions, discuss problem areas, represent the institute in various forums and by acting upon the decisions/suggestions received from the committees. The departments submit monthly reports, annual reports, revised estimate and budget estimate as per the five year plan proposals and action plans, etc. The same is subject to review and action. Noted and eminent personalities from various fields such as law, journalism, pure sciences etc serve as members in the Ad Hoc/ Standing Committees.

6.2 Strategy Development and Deployment

6.2.1. Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The institute has always strived to form and maintain quality in all its activities spanning across academic, clinical, research and public educations.
a) The staff and faculty, students and administration section are involved in the planning process for quality policy.
b) Quality is maintained through close monitoring mechanism employed through feedbacks obtained from various sectors (academic, clinical, research and public education) and through the suggestions/recommendations made by various committees nominated for different issues and concerns.
c) The implementation of these policies is closely monitored by the section heads and heads of the departments which is further reviewed by the head of the institution.

d) The activities of the institute and its implementation as per the policy decisions is reviewed in high level committees such as Finance and Academic Committees and finally by the Executive Committee and the Ministry of Health and Family Welfare.

e) In terms of employment, recruitment rules are available which are reviewed from time to time.

f) Promotion of the staff and faculty is based on assessment of performance in terms of quality and quantity.

6.2.2. Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The institute is in the process of upgradation, under which several clinical, research and developmental activities would be initiated. It is also in the process of seeking deemed-to-be-university status and institute of national importance. It is tabled proposals to open off campus centers. All of these are reflected in the 12th five year plan.

6.2.3. Describe the internal organizational structure and decision making processes.

The organizational structure is presented in 6.1.7. Periodically each department has departmental meetings to ensure smooth functioning of the activities of the department and also to discuss the problems within the department, if any. Further, there are periodic meetings of the heads of the departments, section heads and administrative sections headed by the Director to ensure smooth coordination between the departments and also to resolve problems if any that crop up in the day to day management. Besides this, the Academic section and the staff of the administration section interact with the Director on a day to day basis to discuss issues related to their sections. All the academic matters ultimately pass through the Director. All financial matters and decisions also pass through the Director. Day to day operational decisions are at times based on the suggestions offered by the committees nominated to look into the matter. Policy decisions when required is referred to Finance Committee and Executive Committee.

Various sections in the administration assist in the smooth functioning. These include:

a) Personnel section:

Caters to appointments, promotions, deputation of faculty and staff to various programmes etc.

b) Establishment section:

Maintains all documents related to the policy matters.

c) Engineering section:

Caters to maintenance and repair of buildings and new constructions etc.

d) Accounts and Cash Section:

Is responsible for finance and related matters.

e) Publicity and Information officer:

Takes care of all the activities related to publicity (press release and media interviews etc) and arrangements of programmes such as camps, exhibitions etc.

f) Purchase section:

Takes care of purchase related issues.

g) Stores Section:

Takes care of stock registers and stock entries.

h) Official Language Implementation Cell:

Takes care of all matters related to official language implementation and propaganda.

i) Coordination section:

Coordinates intra mural and extra mural research activities and periodically reviews the same.

6.2.4. *Give a broad description of the quality improvement strategies of the institution for each of the following:*

Teaching & Learning:

a) Faculty development programmes are held to improve the quality and few examples of such programmes for the past two years are as follows:

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Sl. No.	Particulars	Resource Person	Target Group	Objective	Programme held on
1	Orientation programme on CBCS for PG courses	Dr. D.S. Guru, Associate Professor, Dept. of Computer Science, UOM, Mysore	All Faculty handling CBCS Course	To orient the faculties regarding CBCS	20.10.2010
2	In-house Faculty Development Workshop on Pedagogy and Evaluation Methods	Panel discussion	All faculty in the Institute	Workshop on Pedagogy and Evaluation Methods	17.11.2010
3	Student Assessment Procedures	Dr. G.N. Rangamani, Visiting Full-Bright Scholar	All faculty in the Institute	Familiarization with student assessment procedures	27.1.2011
4	Orientation on implementation of CBCS and CAGP Regulations, 2011 for PG programmes	Prof. P. Nagabhushan, Professor, Dept. of Computer Science & Chief Nodal Officer, UOM, Mysore	All faculty handling CBCS Course	To orient the faculties regarding CBCS and CAGP regulations with reference to the CBCS programme offered at AIISH	16.09.2011

b) Several national and regional workshops, seminars and conferences are held to facilitate upgradation of knowledge, sharing and interaction with peers and allied professionals.

c) All the programmes in the area of speech, language and hearing require clinical training and hence the students require supervised input in clinical, where they are taught to evaluate and give therapeutic services of different types to the patients. They are also required to possess good counselling skills in order to guide the parents/caregivers to improve the bar on the quality of stimulation given to improve hearing, speech and language skills. The academic input is also trimmed to suit the clinical requirements. Practical demonstrations for handling the equipment or administering tests, protocols and scales is also emphasized in the training programme. In order to provide quality services, the teacher student ratio is kept at the low

minimum to facilitate good interaction and to create a conducive environment for learning purpose. Two sections were made in each class from 2011-12 to bring down the teacher to student ratio to 1:4.

d) In specialized areas such as Paediatrics, Pathology, Anatomy, Epidemiology, Genetics etc, where experienced faculty with the required specialization in the respective areas are not available in the institute, they are recruited from distinguished colleges as guest lecturers. They are paid suitable honorarium taking into account the number of classes that are handled by such faculty. The honorarium paid is revised from time to time taking relevant factors into account.

e) The 'Clinical Conference' held for B.Sc. (Sp. & Hg) and the 'Journal Club' held for M.Sc. (Speech-Language Pathology) and M.Sc. (Audiology) once in a week helps to promote teaching learning and student presentation skills.

Research and Development:

Research in the field of speech and hearing is carried out as part fulfilment of supervised post graduate dissertations, doctoral and post doctoral dissertations, project reports, independent papers for presentation &/or publication. All of these undergo stringent screening procedures.

a) ***The dissertation of post graduate students is presented orally*** in the presence of faculty and research scholars for review and suggestions even before the work is initiated.

b) The scientific papers of staff and students which are prepared for presentation in national and international conferences are ***presented before faculty*** for review and suggestions for improvement.

c) ***The doctoral and post doctoral proposals are reviewed by Doctoral Committees***, the structure of which includes the Head of the Institution, Guide of the candidate, 2 or 3 senior faculty (from within and outside the institute) as per the stipulated regulations of the affiliated university, before registration for doctoral programme and also before the submission of the thesis. The proposals are also circulated among the members of Board of Studies, for review and suggestions. The proposal is deemed fit for registration only after the approval of BOS and this is as per the regulations of the affiliated university.

d) The *research proposals* submitted for consideration under the intra mural grants titled 'AIISH Research Funds (ARF)', is *reviewed by a committee* constituted by the Director before it is sanctioned and also during the interim period. Once the reports are submitted, it is subject to review by an expert within the institute and revised if necessary and accepted by the funding authority before it is accepted for documentation in the library in the digital form.

e) AIISH Ethics Committee (AEC) has developed Ethical Guidelines for Bio-Behavioral Research involving human subjects. Most of the research at the institute is predominantly 'applied' using different types of research including experimental, quasi-experimental, ex-post facto, case study, interview, survey, group studies, questionnaire and observation etc. on persons with different types of communication disorders. In order to safe guard the interest and rights of persons with communication disorders who serve as subjects/participants in various research studies, the investigators have to follow ethical guidelines. It is also required that the proposal be presented to the AEC by the principal investigators for sanction before the data collection is undertaken. The details of the Ethical Guidelines are presented in **Appendix 35**.

f) All research documents of students, staff and faculty are subject to plagiarism check. Specific guidelines are developed by the Anti plagiarism committee and the same is enclosed as **Appendix 36.**

g) The investigators who submit proposals under 'AIISH Research Fund (ARF)' are required to follow stipulated guidelines. The same is put up on the institute website: http://aiishmysore.in. The same is appended as **Appendix 37**. The institute will give annual grant of Rupees 2 crores from Plan funds to AIISH Research Fund of the Institute, to finance & support the research activities and pave the way for professional development of the faculty. Research projects are also being undertaken by the faculty of the institute with the assistance of external agencies like DST/RCI/ ICMR etc.

h) The institute publishes the "Journal of All India Institute of Speech and Hearing' annually and carries the ISSN Number 0973-662X. The guidelines for submission of articles for the same are provided in **Appendix 38**. The articles are subjected to peer review and plagiarism check before being acceptance.

i) Student Research articles and published annually and are available in book form and CD. This not only helps to avoid duplication of research by students in the institute and other sister institutes, but boosts the confidence level of the students.

Community engagement:

a) For the benefit of the stakeholders (patients and the caregivers), and to protect their rights to information and services offered at the institute, the ***citizens charter*** was prepared and put up for the public in 2003. The details of this are presented in **Appendix 39.** The information is also posted on the institute website and can be accessed in any of the 3 languages: English, Hindi and Kannada.

b) ***Two research projects*** in the recent years have addressed the question of ***consumer satisfaction*** and the summary of findings of these projects are as follows:

Project 1
Title: Efficacy of Multidisciplinary Preparatory Services of AIISH in Mainstreaming Children with Communication Disorders

Principal Investigator: Dr. Vijayalakshmi Basavaraj (late)

Co-investigators: Dr. G. Malar, Dr. S. N. Sreedevi, Mr. C. B. Suresh, Mr. Alavi Ummathoor & Mr. K. K. Sulaiman

Budget: 4.20 lakhs

Time Duration: 2 years

Brief Report: The project was undertaken with the purpose of appraising the impact of the multidisciplinary early intervention and preschool services provided at AIISH in educational mainstreaming of children with communication disorders, and the attitudes of mainstream teachers towards them. In the process, a battery of tools was compiled for collecting data about antecedent details of early intervention and preparatory services; current level of communication skills and school performance; and current supports available to these children; as well as attitude and practice status of their caregivers and teachers. So far 205 children with special needs (92 in Karnataka & 113 in Kerala), and 118 mainstream teachers from each of the stats (total 236) have been covered in the study. The project tenure closed with February 2012, and report preparation is in progress.

The study shall be helpful in accruing follow-up database of former preschool clients. The findings on impact of the preparatory training at AIISH in successfully mainstreaming its former young clients shall be helpful in upgrading services further.

<u>Project 2</u>

Title: Development of consumer satisfaction inventory

Principal Investigator: Dr. Y.V.Geetha

Budget: 2.00 lakhs

Time Duration: 20 months

Brief Report: As part of the project, an inventory was developed through literature and internet survey and field study. The inventory consisted of 8 domains: approachability, hospitality, cost, and quality of services, satisfaction with respect to diagnostic, therapeutic, preschool services and overall which was administered on 361 clients who were availing diagnostic, therapeutic and preschool services.

Except for satisfaction regarding accommodation, canteen and availability of literature and schemes on disability which were rated moderate, all others were rated high. The overall Consumer Satisfaction Index was 93.2%.

(c) ***Camps*** are conducted frequently to screen persons with communication disorders. Monthly lecture series are arranged to educate and sensitize the public on prevention and early identification of various communication disorders.

(d) In collaboration with an NGO, Karuna Trust, the institute has envisaged a ***project to train and deploy women homemaker volunteers and ASHA health workers*** in rural areas to sensitize public regarding prevention and early identification of communication disorders by conducting door to door survey. The entire population in the taluks of Nanjangud (Mysore district), K.R.Pete (Mandya district) and Yelandur (Chamarajanagar district) are being screened in several phases of the two levels of the project. Those identified to be at risk for communication disorders and those with communication disorders are referred to the Outreach centers run by the department of POCD or the institute for evaluation of the problem and rehabilitation.

(e) *Orientation programmes* to several target groups such as nurses, teachers, health workers etc is conducted regularly by the POCD department. It also addresses prevention and early identification of noise induced hearing loss by screening employees in industries.

(f) Parents and Caregivers of clients from outstation who are recommended speech language therapy in the Department of Clinical services and the special clinics belonging to poor socio economic status are provided accommodation in 'Kuteera" located in the main campus for a month's duration (extended with the approval of competent authority when there is a need) on payment of low fees.

(g) The amount spent towards travel, food and purchase of hearing aid by clients belonging to poor socio economic status is reimbursed from the *Patient welfare fund* with the approval of the Director.

(h) *Certificate Course for Caregivers of Children with Development Disabilities* (C4D2): This course which is earmarked for caregivers of children with developmental disabilities focuses on educating the caregivers on disabilities, prepare them as aides to professionals in the care of children with disabilities, enhance their competencies in day-to-day handling of children with disabilities, empower them on rights and privileges, programmes, policies and acts pertaining to children with disabilities, provide theoretical and practical training on prevention, identification, intervention and care of children with disabilities, train them for home training, developing teaching material and aids, networking with other parents of children with disabilities, encourage and provide a platform for parent participation / involvement with respect to the need, and scope for community work in the area of disability.

(i) Several *parent empowerment programmes* are conducted regularly by the Department of Special Education for parents and caregivers of special children attending preschool.

(j) The *training of IERTs* under the Sarva Shiksha Abhiyan (SSA) of Karnataka which is coordinated at the institute is delivered in such a way that the IERTs relate to the community needs especially in the schools at village, taluk and district levels where children with special needs are enrolled.

(k) The Department of prevention of Communication Disorders (POCD) through its various activities and the three outreach service centres located in the rural areas focuses on prevention and early identification of communication disorders. As an important objective, *it sensitizes the public* starting from an expecting mother to recognize and avoid the high risk factors which could lead to communication disorders.

(l) The Itinerant Speech Therapist and the Social worker placed in the Department of Clinical Services work as liaison personnel to *interact with the community*, school authorities and employers of persons with communication disorders.

(m) Under NSS, various programmes are carried out by the NSS volunteers at the community level such as conducting *street plays, educating the public regarding the high risk factors* for communication disorders etc.

(n) The Department of Electronics conducts workshops purely for the benefit of the individuals who use hearing aids. Topics such as *trouble shooting the hearing aids* are covered in this workshops.

Human resource management:

a) Promotion avenues are provide to the faculty through *Assessment Promotion Scheme* (APS) and for the staff in Group B and C through Modified Assured Career Progression Scheme (MACP), which are independent of vacancy and provides promotional avenues to the faculty on completion of prescribed residency period in the existing grade.

b) The orders of Government of India providing *reservation in recruitment* for SCs, STs, and OBCs and orders in promotion to the existing staff for SCs and STs are implemented in total for recruitment of faculty as well as other staff. These orders provide sufficient scope and opportunities to the persons belonging to weaker section and minorities.

c) Consequent to the implementation of 6th Central Pay Commission recommendations by the Government, the pay package benefits that are offered to the faculty and other staff are quite attractive and has helped to retain the faculty

and staff. Besides this, However, for the non faculty, promotional avenues are available subject to availability of vacancies through ***DPCs and MACP.***

d) To update skills and knowledge, staff and faculty are deputed to ***in house programmes*** and workshops, seminars and conferences organized at the institute and other institutions.

Industry interaction:

Noise auditing is conducted by the department of electronics in industries. The level of noise at various points such as source, transmission and reception is measured and if found to be hazardous to the hearing, the employers are advised to adopt preventive measures. Audiological evaluation of the industrial employees is conducted by the POCD department.

6.2.5. *How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?*

a) The head of the institution appraises the higher authorities, viz., Ministry of Health and Family Welfare, GOI, through formal committee ***meetings*** such as Finance Committee, executive committee etc.

b) Information to the stakeholders is made available on the ***institute website***, through Citizens Charter, information bulletins put up at the Department of Clinical Services, Audiology and Special Education, through newspaper notifications.

c) The financial outlays are reviewed based on the Revised estimates and budget estimates submitted by the departments.

6.2.6. *How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?*

This is achieved by conducting ***meetings*** with various cadre of staff and faculty, nominating staff in various committees, review meetings for realization of physical targets by the departments, meetings for financial targets, weekly/monthly

meetings of the departments to review the effective implementation of departmental activities. Monthly reports are submitted by the departments regarding the activities conducted for the month.

6.2.7. *Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.*

The following are a few important decisions of the Executive Council and Finance Committee:

a) The upgradation proposal of the Institute to upgrade the institute as "Super specialty Centre of Excellence" was approved in principle, subject to:

- The recommendation of the committee looking into the proposal of upgradation of AIISH as a Super Specialty Centre of Excellence
- Availability and allocation of funds.

b) Accreditation for electro acoustic testing and calibration laboratory from National Accreditation Board for Testing and Calibration Laboratories (NABL), Department of Science and Technology, Government of India.

c) Research:
Establishment of Auditory Research Lab: Approved with a budget of Rs. 90 lakhs
Swallowing Disorders Lab: Approved with a budget of Rs. 90.10 lakhs.

d) Clinical:
Centre for Hearing Implantable Devices: Approved

e) Public Education:
Continuation of survey of population in Mysore, Mandya, Chamarajanagar District for prevention and identification of communication disorders was approved by the committee.

f) Setting up of Audio-visual Lab: Approved subject to availability of human resource(s).

g) Translation of resource materials for prevention and early identification of communication disorders: Approved and suggested to AIISH to host the resource materials on its website so that the State / UT

Governments can make use of the same for further publication.

h) Infrastructure development:
Creation of Data Centre: Committee approved the proposal 'in principle' and suggested to explore the possibilities of getting this done from agencies like NIC/NICSI, etc. Posts to be created parallel with infrastructure.

i) Installing rain water harvesting for the existing buildings in both the campuses of the institute: Approved with an estimated cost of Rs. 130.00 lakhs

j) Academics:
Introduction of new programme on Post Graduate Diploma in Augmentative and Alternative Communication: Approved.

k) New Activities:
Institution of Dr. Vijayalakshmi Basavaraj Charitable Society Gold Medal: Approved.

l) Administrative Matters:
Reconstitution of Ethics Committee: Approved with a modification that 9 members from South India and 4 members from North India including a representative from ICMR should be included.

m) Approval of 12th Five Year Plan Proposals:
Approved in-principle. However, it can be recast on the basis of demand and supply and keeping the national and international scenario in mind.

n) Approval to initiate New Born Screening programme at 3 Medical Colleges.

6.2.8. *Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?*

Yes. But the institute has not opted for autonomy status as the Ministry of Health and Family Welfare advised seeking deemed university status.

6.2.9. *How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?*

The ***Public Grievances and Redressal Committee*** at the institute attends to grievances/complaints if any. For the past two years there are no such complaints received.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Few cases are filed by and against the institute by staff and students. The details with respect to the issue, dates and status are provided in **Appendix 40.**

6.2.11. Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Faculty evaluation by students is conducted at the end of even semesters. Suggestions from the students is sought regarding curriculum, syllabus etc from time to time. The faculty is given feedback about the performance and encouraged to meet the goals.

6.3 Faculty Empowerment Strategies

6.3.1. What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The details of faculty development programme is provided under 6.2.4. Examples of few other endeavors for teaching and nonteaching staff are given below:

- Electronics department conducted a basic training programme in computer operation for staff of the institute on 23.07.2011.
- Sri Radhakanth, Administrative Consultant conducted orientation programme to staff of the Institute on CCS & CCA rules from 6.07.2011 to 19.07.2011.
- Sri G.H. Anandaram, AAO, was deputed for a training programme on Reservation for SC/ST/OBC from 21.02.2012 to 23.02.2012 conducted by ISTM, New Delhi.
- Sri B. Suresh, LDC and Sri. Md. Kaleemulla, Accountant, were deputed for training programme on New Pension System (NPS) on 21.03.2012 conducted by NSDL, Mumbai.

- Mr. S. Ramkumar, Registrar, was deputed for a training course titled *Quality Management System (QMS) Auditor / Lead Auditor Course* organized by Indian Institute of Quality Management (IIQM), Jaipur from 30.07.2012 to 03.08.2012

6.3.2.   *What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?*

Opportunities are provided to empower the faculty by providing feedback about the performance in teaching, administrative matters etc. In house training programmes on technical, administrative and other issues are held frequently for the benefit of the faculty.

6.3.3.   *Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.*

Faculty evaluation by students is conducted. Faculty meetings are held frequently to discuss various issues. Departmental meetings are also conducted frequently. Self appraisal by the faculty in written form is collected every year in the confidential report which forms the basis for appraisal of their performance for the year. A copy of the same is enclosed as **Appendix 41.**

6.3.4.   *What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?*

The outcome of the performance appraisal reports has a bearing on the following:

a) Confirmation or extension of probationary period.
b) Department promotion
c) Promotion under Assessment promotion scheme
d) Selection under direct recruitment

6.3.5.   *What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?*

Some of the welfare measurement schemes as per the Government of India regulations applicable to central government employees include Medical reimbursement, school fee reimbursement, LTC, vehicle loan, festival advance, children education allowance, Child Care leave for women employees etc.

Some of the welfare measures through AIISH Gymkhana includes:

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

6.3.6   *What are the measures taken by the Institution for attracting and retaining eminent faculty?*

Efforts are made to upgrade the pay scales of faculty and administrative staff.

6.4 *Financial Management and Resource Mobilization*

6.4.1.   *What is the institutional mechanism to monitor effective and efficient use of available financial resources?*

Weekly financial statements, monthly salary statements, purchase committee meetings, quarterly statements of purchase, monthly meetings of building works committee etc are prepared. For effective and efficient management at available resources, periodical review is made for the allocated grants under BE/RE and the expenditure incurred thereon through weekly financial statement, monthly expenditure report, convening purchase / building committee meetings, etc.

6.4.2.   *What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.*

As envisaged under bye-law No. 29(ii) of the Memorandum of Association, Rules and Regulations and bye-laws of the institute, the accounts of the institute shall be audited annually by the Chartered Accountant appointed by the   Finance

Committee and any expenditure in connection with such audit shall be payable by the Institute. In addition to the above, the AG Karnataka, Bangalore will conduct superimposed audit every year. Internal audit is carried out by the CA appointed by the institute. The external audit is carried out by the AG's audit and Internal Audit Wing of the Ministry.

Table below gives an overview of the major audit objections and the compliance measures :

Sl. No.	Observations of the Chartered Accountants	Replies
1.	The institute has not provided depreciation in respect of its fixed assets for the year.	A policy decision will be taken for providing depreciation after ascertaining the procedure followed in other government institutions. However, the fact that the fixed assets are shown at historical cost and no depreciation is being provided as replacement grants are provided by the Ministry which has been indicated under significant accounting policies forming part of accounts
2.	From last 2 years a sum of Rs. 58,89,916.00 as Major Work-in-Progress and a sum of Rs. 24,01,709.00 as Minor Work-in-Progress is shown under Fixed Asset Schedule as on 31.03.2010 (Schedule F1 & F2) is still shown as Work-in-Progress as on 31.03.2012. Though the work is completed the same has not been transferred to Building Account since the Completion Report is not received.	An amount of Rs. 6,17,65,681.00 has already been transferred during 2011-12 and the balance of Rs.82,91,625.00 will be transferred to completed buildings immediately on receipt of completion reports from the competent authority.
3.	Though the system of Accounting of Institute is Cash Basis, the grants are accounted on Accrual Basis rather than on receipt basis.	As per the terms and conditions of grant in aid sanctioned by the Ministry, an utilization certificate is required to be sent indicating the unspent balance of grants considering the accrued expenditure at the end of the financial year. Accordingly, reflection made is in order and also in accordance with GFR and practice in vogue at the institute.

6.4.3. What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

a) 100% funding is from the Ministry, Health & Family Welfare, Govt. of India.

b) Internal revenue is through Guest house, Kuteera, Client Charges, Noise audit, etc.

c) The audited income and expenditure statement of academic and administrative activities for the past four years is enclosed as **Appendix 42**.

6.4.4. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Internal revenue is raised through:

a) Charges collected for clinical services

b) Accommodation facility in the Kuteera for parents and caregivers

c) Fee from students

d) Fee for Noise auditing in industries

e) Registration fees from delegates for workshops, seminars and conferences etc.

6.5 *Internal Quality Assurance System (IQAS)*

6.5.1. Internal Quality Assurance Cell (IQAC)

a) *Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?*

There is committee constituted by the institute on 12.5.2011, which includes five members representing Group A and Group B to prepare modules for:

1. Internal quality assurance mechanism,
2. Feedbacks:
   - Campus feedback from students, warden, mentors etc
   - Patient feedback
   - Alumni feedback
   - Employee/Employer feedback

3. Publications:
- Impact factor for publications of AIISH faculty and staff
- Citation for publications

b) *How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?*

Meetings and in house discussions were held and it was recommended that process may be initiated for ISO 9001:2008 certification and this process has begun on 13.10.2011. Ground level contacts have been established with 20 firms/companies specialized in providing consultancy services for the ISO 9001:2008 Certification process. Quotations are being worked out to contract the services of ISO 9001: 2008 Certification consultants as per government processes and procedures.

c) *Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.*

There are no external members in the committee.

d) *How do students and alumni contribute to the effective functioning of the IQAC?*

In the annual meetings of the AIISH Alumni Association (AAA), the students and alumni provide feedback on various issues for effecting changes in the policies to improve the quality of services provided by the institute.

e) *How does the IQAC communicate and engage staff from different constituents of the institution?*

This process will be initiated in the near future.

6.5.2. *Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.*

Feedback mechanisms include Faculty evaluation, patient feedback, Alumni feedback. Impact factor and citation for publication is computed for the publications of staff and faculty.

The performance of the staff of the Institute including teaching and non-teaching is evaluated yearly by the respective Reporting and Reviewing Officers through Annual Confidential Reports. Any adverse remarks appearing in the reports are communicated to the individuals to provide them an opportunity to improve in the area concerned where shortfall is reported. As regards faculty is concerned, the performance of the faculty in addition to the above evaluation, is also periodically evaluated under different mechanisms including evaluation of the academic staff by the students themselves.

6.5.3. *Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.*

Currently, only faculty evaluation is included under the ISO certification and the same is ongoing.

6.5.4. *Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?*

The institute is affiliated to the University of Mysore. The agenda related any academic matters are passed through BOS. Examination related issues are passed through the BOE. Doctoral committees are formed to monitor and guide the progress of Ph.D candidates. All other academic matters are followed as per the guidelines set by the University of Mysore.

6.5.5. *How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?*

The institute follows the guidelines of the affiliating body, viz., University of Mysore and the Apex body, Rehabilitation Council of India. ISO certification is under process. After obtaining ISO certification, it would be continued for which the IQA mechanism will be aligned with the requirements of the ISO agency.

6.5.6. *What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations   and outcome?*

Students, staff as well as the stakeholders are encouraged to meet periodically, discuss, deliberate, diverge, differ, brain storm under different forums to come up with divergent views, approaches, strategies and recommendations for developing new training programmes and shedding old or outdated ones. Group work, inter-disciplinary interactions, role reversals, empathy training, rewards for innovations, interactive meets, and building of think pools are some of the regular strategies used in the institute to develop an overall organizational climate of innovation and productivity. Display of short term courses on website is provided for some of the departments such as Dept. of Electronics, Audiology and Clinical Services.

6.5.7. *How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?*

The issues pertinent to staff and faculty is communicated through written notes, OMs, letters, notices and information through email and website. Issues pertinent to external stakeholders is communicated by putting up the information on the website, notice boards and bulletins. Provision of feedback by the stakeholders in AIISH Website is made available in the bottom of the home page with the title "queries"

Any other relevant information regarding Governance Leadership and Management which the college would like to include.