



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ADICHUNCHANAGIRI UNIVERSITY

ADICHUNCHANAGIRI UNIVERSITY NH 75, B. G. NAGARA, 571448.

571448

www.acu.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- **Adichunchanagiri University (ACU)** is a State Private University located in B.G. Nagara, Karnataka, established in 2018 under the Sri Adichunchanagiri Mahasamsthana Math. The university is guided by a spiritual legacy that spans over **1800 years** and is rooted in a tradition of education and social service. It was founded by the revered **Jagadguru Sri Sri Sri Dr. Balagangadharanatha Mahaswamiji**, the **71st Pontiff and the chairman of Sri Adichunchanagiri Shikshana Trust**.
- Under the visionary leadership of the Honourable Chancellor, **Sri Sri Sri Dr. Nirmalanandanatha Mahaswamiji**, ACU offers a comprehensive range of **60 programs across various disciplines**. The academic excellence of the university is well-recognized, particularly in the Faculty of Medicine, Pharmacy, and Engineering, which has achieved notable accreditations and rankings such as **NBA, NIRF, NABL, NABH, and ISO, among others**.
- Encompassing a lush and eco-friendly campus of **67.3 acres**, the university showcases sustainability with over **4,000 trees**, rooftop solarization, and five super-specialty blocks in the hospital spanning **2,76,272.22 square meters**. A commitment to green energy further underlines the institution's dedication to environmental responsibility.
- The infrastructure boasts **146 smart classrooms with LCD, 86 regular classrooms, 20 seminar halls, 40 demo rooms**, 1 media center, 5 studios, and 196 labs. Supporting research, the university has established key centers, such as the ACU-Centre for Research and Innovation, Adichunchanagiri Institute for Molecular Medicine, and the center for Management in Pharmaceutical Analysis & Therapeutics.
- To foster interdisciplinary research, the university has allocated significant intra-mural research grants totaling **Rs 1.4 Crore** to faculty members. Embracing social responsibility, the institution has adopted **11 rural villages and 3 primary health centers**, showcasing a commitment to holistic community development.
- Prioritizing the well-being of faculty and staff, the university provides over **360 well-maintained quarters** and six modern outdoor sports facilities, including accommodations for differently-abled individuals.
- With an enrolment of **4,974 students**, a dedicated teaching faculty of **481**, and **1,118 non-teaching staff**, the university is steadfast in its commitment to inclusivity, prioritizing rural and economically disadvantaged students, particularly females. The infrastructure is thoughtfully tailored to accommodate individuals with disabilities, embodying a dedication to accessible and quality education.

Vision

- Education for all with Value Systems of **Equity, Empathy, Enrichment, Excellence, Empowerment, Entrepreneurship and Enlightenment** to Serve the Society.

Mission

- **Education** to all for self-reliance and socio-economic change to develop an inclusive society with shared opportunities and responsibilities.

- **Empathy** towards the less fortunate, the sick, the suffering and the differently abled.
- **Enrichment** to acquire abundant knowledge, requisite skills and appropriate attitude.
- **Excellence** for quality assurance, enhancement and sustenance in academics and research to produce graduates of global standards.
- **Equity** for fairness and social justice by providing equal opportunities Empowerment of graduates to become intuitive, innovative and inventive.
- **Entrepreneurship** for a concept or idea involving the product or service to be delivered, or a new technology to be developed.
- **Enlightenment** to attain wisdom and virtues in life to think beyond self.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- With a legacy spanning five decades under the guiding hand of **Sri Sri Dr. Nirmalanandanatha Mahaswamiji**, the university stands as a testament to its commitment to education and service.
- In mirroring the principles of the Nine Limbs of Service, the institution has embraced a global outlook through the Adichunchanagiri Cultural and **Spiritual Foundation of USA**.
- Visionary plans for expansion underscore its dedication to healthcare initiatives and the establishment of educational institutions nationwide.
- With over **50 years of excellence**, the institution has cultivated an extensive educational network and offers substantial fee concessions, ensuring accessibility to quality education.
- The adoption of eleven villages and three Community Health Centers by the university serves as proof that its influence extends beyond the academic spheres.
- Over the past five years, it has conducted more than a thousand community health camps, reaching out to the rural public with essential healthcare services.
- Furthering its commitment to societal well-being, the university has subsidized over **rupees two crore** worth of treatments for those in need, in addition to **waiving rupees three crore forty-six thousand worth of fees**.

Leadership and Curriculum:

- Under the leadership of the Honourable Chancellor, the **university excels in strategic planning, financial management, and infrastructure development**.
- The curriculum reflects innovation, incorporating input from industry, academia, and research through a diverse **Board of Studies (BOS)**. This approach ensures unremitting improvement through a robust feedback mechanism, with a specific focus on technology-enabled education.
- The university's unique program, '**Jnana Vijnana Tantrajana Mela (JVTM)**' has fostered collaboration among over **650 institutions**, supporting science and knowledge dissemination over several years.
- Demonstrating environmental consciousness, the campus is plastic-free, battery-operated buggies and **Bi-cycles contribute to the institution's green initiative**.
- In essence, the university, under the able leadership of the Honourable Chancellor, has pioneered in education and is serving humanity through impactful initiatives. Its global outreach, visionary plans, commitment to inclusivity, and environmentally conscious practices solidify its standing as a beacon of

education, leadership, and social responsibility.

Institutional Weakness

- ACU faces challenges in generating internal revenue (lack of financial affordability of rural students) and securing externally funded research projects.
- Its remote location hampers efforts to host conferences, and foster industry collaboration.
- Attracting and retaining faculty from metropolitan cities remains a challenge due to the university's remote location.

Addressing these hurdles through strategic measures is imperative for sustaining growth and enhancing the university's standing in the academic landscape.

Institutional Opportunity

- Adichunchanagiri University (ACU) is strategically positioned for substantial growth with **several opportunities on the horizon**. The absence of quality higher education institutions in the vicinity presents a unique chance for ACU to establish itself as a regional educational hub.
- By focusing on **international exchange programs**, internships, and industry collaborations, the university can broaden its global footprint and offer students a diverse and enriching academic experience.
- The university's emphasis on entrepreneurship and fostering an inclusive environment that celebrates diversity aligns with contemporary educational needs.
- ACU's commitment to expanding its student base, from existing scholarships to serving **9,000 students in the past four years** through government and non-government agencies, showcases a dedication to accessible education.
- In terms of research, **ACU has provided over rupees 1.4 crore as seed money** in recent years and aims to bolster its research funding from existing sources.
- Actively promoting industry-institute interaction to enhance employability and entrepreneurship skills, the university is well-positioned to contribute to the workforce development needs of the region.
- To further advance in research endeavors, **ACU plans to secure funding from various agencies, both governmental and non-governmental**, and explore consultancy opportunities by actively engaging with industries.

By capitalizing on these growth opportunities, ACU can strengthen its academic and research standing and play a pivotal role in fostering innovation, employability, and societal development in the region and beyond.

Institutional Challenge

- Recruitment and retention of **high-caliber teaching faculty**, recognizing their pivotal role in academic excellence.
- Faculty empowerment is a cornerstone, with a commitment to continuous education, ensuring educators remain at the forefront of their fields.
- **Proactive pursuit of extramural-funded projects**, fostering a culture of research and innovation.

- Financial viability is a strategic focus, emphasizing internal revenue generation for self-sustenance.
- Embracing diversity and overcoming geographical disadvantages in student compositions.
- ACU aims to increase **Memorandums of Understanding (MoUs)** beyond the existing **112 to enhance the network** for enriched academic experiences.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Adichunchanagiri University remains dedicated to ensuring its curriculum aligns with healthcare needs at local, national, regional, and global levels. Addressing Curriculum Design and Development (1.1), 95% of its programs have undergone revisions through a rigorous OBE process, aligning Programme Outcomes (POs) and Course Outcomes (COs) with regulatory standards. The university integrates the Choice-Based Credit System (CBCS) into **60 programs, offering 1382 courses**, including 850 interdisciplinary options, fostering academic flexibility and a multidisciplinary learning environment.
- Over the last five years, Adichunchanagiri University launched 19 innovative programs, showcasing its commitment to innovation and adaptability in keeping with emerging trends. These initiatives reflect the dedication to providing state-of-the-art education, preparing students for dynamic professional fields. Field visits, research projects, internships, and community postings are integral to curriculum enrichment, providing practical experience.
- Curriculum Enrichment is evident through **136 Value Added Courses (VAC)** implemented over the past five years, benefiting **18,905 students**. The university emphasizes a well-rounded education with diverse VACs, equipping students with essential skills for academic and real-world success. Crosscutting issues like Gender, Environment, Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, and Professional Ethics are integrated into the curricula for holistic student development.
- As a part of ongoing commitment to curriculum refinement, the university gathers annual feedback from stakeholders, including students, alumni, employers, faculty, and professionals. Stakeholder feedback is systematically analyzed, leading to actions such as guest lectures, seminars, and syllabus revisions, enhancing the overall quality of education provided by the university.

Teaching-learning and Evaluation

- ACU's admissions approach, characterized by transparency and meritocracy, **achieved an impressive 88%** enrolment rate for the 2022-23 academic year. Admissions adhere to state government standards, including reserved seats for government quotas, with a remarkable demand ratio of **10.62**, rising to **15.7 for non-common entrance test admissions**. Additionally, 7% of students hail from out-of-state.
- To ensure a seamless transition from school to the professional realm, each program commences with a thorough **orientation, induction program, and bridging courses**. ACU places a premium on student-centered activities, employing active learning methods such as role play, quizzes, debates, industry-sponsored projects etc. Teaching techniques encompass didactic lectures, small group instruction, practicals, projects, integrated learning, and patient-centric approaches. The mentorship system, with a ratio of **11.5 students per mentor**, fosters equity, inclusiveness, and individual student development.
- ACU has specialized programs tailored to support both slow learners in acquiring essential

competencies and abilities, and advanced learners in honing their talents. Upholding educational quality, the university prioritizes the recruitment of exceptional professors, maintaining an impressive faculty-to-student ratio of **1:10**. In the **2022-23** academic year, professor positions were 100% filled against sanctioned intake, with an average experience of 11 years. Over half of the faculty holds advanced degrees such as Ph.D./MD/MS/MCh/DM/DNB and excels in designing and delivering e-contents and courses.

- The institution provides cutting-edge technology, fully equipped classrooms, and laboratories with 24/7 Wi-Fi connectivity. Utilizing the AMCI-ZLIPP Learning Management System, DHI ERP software, and other online platforms enhances teaching and learning efficiency. A **state-of-the-art skill and simulation facility** offers hands-on experience in skill training programs, while diverse information and communication techniques enrich the learning process.
- ACU's incorporating dual/multiple evaluation systems and external examiners for practical/clinical assessments. Publicized Program Outcomes and Course Outcomes ensure student awareness of required learning outcomes. The examination process, utilizing a secure digital administration system, reflects an **average of less than 1% of students reporting examination-related grievances**. ACU consistently achieves outstanding outcomes, boasting an average **pass rate of 95%**, reaching a remarkable 97.6% in the current academic year. Continuous examination reforms align with the institution's overarching educational objectives, facilitating program-specific results and course outcomes.

Research, Innovations and Extension

- ACU has established facilities like Central Research labs such as the Center for Research and Innovation, Adichunchanagiri Institute for Molecular Medicine and Center for Molecular and Pharmaceutical Therapeutics, Animal House, Clinical Trial Centre, Media Laboratory and research database.
- Encourages collaborative research with an average annual **Seed money of 28.21 lakhs per year**.
- **5,020 citations** and a **h-index of 34** in the last 5 years.
- **Fellowship** for full-time Ph.D. scholars
- **Incubation centre**
- Ten faculty and student-led start-ups incubated.
- Conducted 60+ IPR awareness programs, with **76 patents** filed and more than **10 national and international patents granted**.
- **Five Centers of Excellence**
- Over **110 faculty members received National/International awards/recognitions**.
- Secured Government grants totaling **2.06 crores** and Non-government research grants amounting to **3.62 crores**
- ACU has awarded **163 MD/MS/PhD degrees** in the last five years, published **1500+** research/review articles in renowned journals, and 50+ faculty members being an author for more than **100 books/book chapters**.
- In the last five years, we generated approximately **2.4 Crores** in revenue through clinical trials and consultancy.

Infrastructure and Learning Resources

- Adichunchanagiri University has the infrastructure to fulfil the statutory requirements for all the academic programs. ACU has >1 GBPS bandwidth leased line for internet connectivity and the entire campus is Wi-Fi enabled. All the classrooms, seminar halls, laboratories, hospitals, research centres and libraries are **ICT enabled**.
- There are **10 hostel blocks with a total of 1219 rooms with capacity to accommodate 3476 students. Hostels have the facility of indoor games, yoga, dance and music rooms etc.**, ACU has outdoor and indoor sports facilities for cricket, football, tennis, basketball, volleyball, and badminton, along with a jogging track and amphitheatre.
- The campus has two banks with ATM facility, 24 hours electricity supply, RO systems, waste disposal facilities, sewage treatment plant, landscaped gardens and parks, round the clock safety & security deployment.
- ACU boasts a robust network of multidisciplinary super-speciality hospital, **equipped with 1,150 beds**, along with teaching and peripheral health centres, designed to provide top-notch clinical training and nurture social responsibility. The outpatients and inpatients are adequate for training the students in all the related programs. **“Skill & Simulation Centre”** is used for practical training on the simulators.
- The well-stacked, air-conditioned Learning Resource Centre utilizes fully automated KOHA software. The learning resource centre is spread over an area of **5057 Sqm**, with a seating capacity for more than 650 students, with 87,978 books, 250 journals, 7,943 bound volumes, 2608 CDs and Videos and more than five digital databases.
- The maintenance department, which includes skilled employees in all fields, functions 24/7 to support physical and academic infrastructure.

Student Support and Progression

- Over the past five years, ACU has been unwavering in its commitment to fostering student welfare and holistic development, placing a primary focus on inclusivity and guidance. A notable achievement includes **providing scholarships and fee waivers to approximately 52% of students, benefiting 11,479 recipients** from various agencies and ensuring equitable access to quality education.
- ACU has strategically prioritized multifaceted student development, implementing initiatives such as soft skills enhancement, language proficiency programs, yoga and wellness sessions, analytical skill development, and fostering personality and professional growth. Emphasis on guidance for competitive examinations and career advancement has been a priority, **benefiting around 62% of the student body**. This support extends globally through an active International Student Cell, providing essential guidance throughout the academic journey.
- A transparent mechanism is in place at ACU to address student grievances, prevent sexual harassment, and combat ragging, creating a safe and secure environment conducive to learning and personal growth.

Academically, 158 students have excelled in state, national, and international examinations, while 3,210 students secured placements or self-employed. An additional **253 students progressed to higher education** in the preceding academic year.

- Students have showcased their talents in sports and cultural activities at various levels, with approximately 270 students earning awards and medals. The robust student affairs and services actively contribute to institutional development and student welfare by organizing over 210 sports and cultural activities, promoting teamwork, leadership, and a sense of belonging.
- ACU prioritizes medical education with a focus on hands-on learning. The teaching hospital emphasizes practical training in outpatient and inpatient care. Students gain diverse healthcare exposure through rural health centers. The university offers an automated library with cutting-edge technology for seamless academic resource access. E-contents supplement traditional methods, reinforcing ACU's commitment to nurturing well-rounded medical professionals with theoretical and practical skills.
- Engaging with its **2,812-strong alumni network**, ACU facilitates regular meetings, webinars, technical talks, and interactions with current students, serving as platforms for the exchange of ideas and experiences. The alumni's financial support, totalling around **103.88 lakhs INR**, and the donation of **1,101 books underscore** their dedication to the alma mater.

Governance, Leadership and Management

- Adichunchanagiri University is dedicated to cultivate a robust educational environment at the heart of this endeavour towards planning and monitoring board, a dynamic assembly of esteemed individuals, including the Chancellor, Vice Chancellor, Registrar, Deans, and a blend of external and internal experts. This board meticulously evaluates the innovative policies and proposals put forth by the academic council, research council, and finance committee, ensuring that each recommendation aligns with the university's vision before granting approval.
- The university has embraced a decentralized management system. This approach empowers individual institutions within the university, entrusting the oversight to their respective Deans, Principals, and department heads.
- A key milestone in University's journey is its focus on research enhancement, marked by the introduction of **seed funding**. This strategic move has invigorated the research community, leading to a remarkable output of **1,440 research articles**. These contributions have not only garnered 5,020 citations but have also achieved an impressive **h-index of 34** in the last five years.
- The university's infrastructure expansion such as new research centres, state-of-the-art laboratories, classrooms with audio-visual technology, auditoriums, and a sports arena, now grace the campus is reflecting modernity.
- Embracing the digital era, the university has streamlined its operations, including financial management and clinical data handling. The digitization, introduction of e-books proved invaluable, particularly during the pandemic, positioning the university as a paragon of organized.
- A reimbursement system supports various welfare measures, such as incentives, insurance coverage, and healthcare support for faculty. Faculty members benefit from travel grants for attending conferences, while all teaching and non-teaching staff enjoy access to medical care at preferential rates at AIMS Medical College Hospital. The staff's well-being is further supported by provisions like salaried maternity leave and complimentary COVID-19 vaccinations for non-teaching personnel.
- The ACU-IQAC regularly convenes to review, monitor, and implement robust quality assurance processes across various stakeholders of the institution.
- University is committed to financial transparency and accountability through the regular conduct of financial audits.

- In addition to financial audits, University has **Performance Appraisal System (PAS)** to assess and enhance the effectiveness of its faculty and non-teaching staff.

Institutional Values and Best Practices

- Provision for a disabled-friendly environment for all stakeholders.
- **Best Practices:**
 - **Joint Venture of Technocrats & Math (JVTM):**
 - “Initiative of ACU focused on uniting knowledge and innovation”.
 - **4C - Fostering Futures (Foresee):**
 - "Comprehensive Career - Classroom to Corporate" initiative.
- **Institutional Distinctiveness:**
 - **Service to Society:**
 - ACU contributes to global sustainability goals by executing programs for societal welfare.
 - Programs include health, food, wellbeing, education, environment, public awareness and Spiritual offerings.
 - **Inclusive Education:**
 - ACU nurtures students from diverse socio-economic backgrounds by providing scholarships and financial aids to ensure accessibility of education to all.
 - **Healthcare Outreach:**
 - Initiatives like Sankalp (Free plastic surgery), free knee replacement camps, and subsidized medical services positively impact the health of the region.
 - **Wellbeing Initiatives:**
 - Free health check-ups, BGS Walkathon annual events, and social responsibilities like Arogyavaani and village adoption.
 - **Hunger and hygiene**
 - University, through its constituent wing **AH**, **provides free food facilities in the hospital wards**. The practice of free food to the patients and their caretakers reflects a commitment to the well-being and care of the community.
 - **Environment**
 - The university sprawls across 67.3 acres of verdant campus, encompassing nearly 60% green coverage.
 - **Spiritual Offerings:**
 - Periodic organization of Satsangs to impart core principles of spirituality and transformative practices for enhancing overall well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	ADICHUNCHANAGIRI UNIVERSITY
Address	Adichunchanagiri University NH 75, B. G. Nagara, 571448.
City	B G Nagara
State	Karnataka
Pin	571448
Website	www.acu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	M.A.SHEKAR	08234-287285	9448480343	-	registrar@acu.edu.in
Dean	B. Ramesh	-	9845863779	-	iqac@acu.edu.in

Nature of University	
Nature of University	State Private University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	22-01-2018
Status Prior to Establishment, If applicable	Other
Establishment Date	01-01-1970
Any Other, Please Specify	All are Department of ACU

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	24-11-2022	View Document
12B of UGC		
Section 3		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Adichunchanagiri University NH 75, B. G. Nagara, 571448.	Rural	67.3	276272.2	Sixty Programmes		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes												
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>115848_13721_1_1702897586.pdf</td> </tr> <tr> <td>NCTE</td> <td>115848_13721_4_1702897596.pdf</td> </tr> <tr> <td>PCI</td> <td>115848_13721_6_1702897613.pdf</td> </tr> <tr> <td>INC</td> <td>115848_13721_7_1702897621.pdf</td> </tr> <tr> <td>NMC</td> <td>115848_13721_23_1702897346.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	115848_13721_1_1702897586.pdf	NCTE	115848_13721_4_1702897596.pdf	PCI	115848_13721_6_1702897613.pdf	INC	115848_13721_7_1702897621.pdf	NMC	115848_13721_23_1702897346.pdf	
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AICTE	115848_13721_1_1702897586.pdf												
NCTE	115848_13721_4_1702897596.pdf												
PCI	115848_13721_6_1702897613.pdf												
INC	115848_13721_7_1702897621.pdf												
NMC	115848_13721_23_1702897346.pdf												

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	93				73				293			
Recruited	75	18	0	93	57	16	0	73	113	180	0	293
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
Teaching Faculty												
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	4				18				0			
Recruited	1	3	0	4	9	9	0	18	0	0	0	0
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				873
Recruited	462	411	0	873
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				245
Recruited	155	90	0	245
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	21	3	0	14	5	0	23	5	0	71
M.Phil.	0	0	0	0	0	0	5	0	0	5
PG	54	15	0	43	11	0	85	175	0	383
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	3	0	9	9	0	0	0	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	10	2	0	12
Visiting Professor	2	0	0	2

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Adichunchanagiri University	Nadaprabhu Kempegowda center for Advance Studies and Research	Adichunchanagiri University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1981	21	0	0	2002
	Female	1603	70	0	0	1673
	Others	0	0	0	0	0
PG	Male	647	10	0	0	657
	Female	626	15	1	0	642
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	4	0	0	23
	Female	21	2	0	0	23
	Others	0	0	0	0	0

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

Year of Establishment	22-01-2018
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

General Facilities	
Campus Type: Adichunchanagiri University NH 75, B. G. Nagara, 571448.	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	100
* Qualified Doctor (Part time)	50
* Qualified Nurse (Full time)	80
* Qualified Nurse (Part time)	10
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Health Professional Education Unit / Cell / Department
Year of Establishment:
Education Programs Conducted

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

• **Holistic Education:** ACU has realigned its curriculum and pedagogical approaches to incorporate interdisciplinary learning, experiential learning opportunities, and skill development programs.

• **Flexibility and Multidisciplinary ACU:** Introducing flexible credit systems, encouraging students to explore a broad spectrum of subjects beyond their core disciplines. This initiative enables students to tailor their education according to their interests, fostering a spirit of exploration and innovation.

• **Research and Innovation:** ACU has significantly emphasized promoting a culture of research and innovation, in line with the NEP's vision. The university has established research centers, collaborations with industry partners, and incentives for faculty and students engaged in innovative projects.

• **Teacher Training and Professional Development:** ACU has invested in faculty development programs to align with the NEP's focus on teacher training.

• **Technological Integration:** ACU has embraced this aspect by integrating advanced technology in teaching methodologies, implementing e-learning platforms, and creating a digital infrastructure conducive to modern educational practices.

• **Quality Assurance and Accreditation:** Prioritized accreditation processes and quality assurance mechanisms. Aligning with the NEP's emphasis on quality, the university regularly undergoes accreditation assessments and strives for continuous improvement in all aspects of education delivery.

• **Impact on the Institution:** The initiatives taken by ACU in alignment with the NEP have yielded tangible results. The institution has witnessed a positive shift in the learning culture, with students actively engaging in interdisciplinary studies and research projects. The emphasis on holistic development has translated into a more comprehensive skill set among graduates, making them competitive in various professional domains.

• **In conclusion,** Adichunchanagiri University's proactive measures to align with the National Education Policy 2020 exemplify a commitment to transformative education. By embracing the NEP's principles and implementing initiatives that foster holistic development, multidisciplinary learning, research, and technological integration, ACU is playing a pivotal role in shaping the future of education in India. The impact of these efforts is not

	<p>only visible within the institution but also resonates in the success and preparedness of its graduates for the dynamic challenges of the modern world.</p>
<p>2. Academic bank of credits (ABC):</p>	<ul style="list-style-type: none"> • The Adichunchanagiri University has implemented the Academic Bank of Credit in alignment with the National Education Policy: Curricular Reforms: • The university has revised its curriculum to align with the principles of the NEP, emphasising flexibility, multidisciplinary learning, and a holistic approach to education. • Courses have been designed to promote critical thinking, problem-solving skills, and practical application of knowledge. Credit Accumulation and Transfer: • Adichunchanagiri University might establish a credit system where students earn credits for completing courses. These credits could be accumulated over time and transferred within the university or potentially to other institutions. Recognition of Prior Learning: • Implementation may involve mechanisms for recognising and awarding credits for prior learning experiences, such as internships, workshops, or certifications. Flexible Learning Paths: • The Academic Bank of Credit encourages flexible learning paths. Adichunchanagiri University could allow students to choose from various courses and design their academic journey based on their interests and career goals. Student Support Services: • The university may provide support services to help students navigate the credit system, make informed decisions about their academic paths, and understand the opportunities for credit transfer. Continuous Assessment: • Implementation may involve a shift towards continuous assessment methods, reducing the reliance on traditional exams. Various assessment techniques could be incorporated, including projects, presentations, and practical demonstrations. Technology Integration: • The use of technology in managing the Academic Bank of Credit system could streamline processes. Online platforms might be utilised for credit tracking, transfer requests, and course selection. • As the educational landscape evolves, implementing innovative systems like the ABC in Adichunchanagiri University reflects a commitment to adaptability and excellence. This commitment is particularly pertinent in preparing future healthcare professionals who must navigate the complexities of rapidly evolving medical field.

	<p>Integrating such advanced systems underscores dedication to staying abreast of contemporary pedagogical approaches and technological advancements, ensuring that medical education remains relevant and at the forefront of global standards. • In essence, introducing an Academic Bank of Credit in Adichunchanagiri University, synchronised with the National Academic Depository, is more than a mere administrative reform; it is a strategic move towards creating a dynamic, responsive, and technologically-driven educational ecosystem. It positions higher education as a torchbearer of progress, embodying a vision where learners are empowered, administrators are efficient, and future professionals are aptly equipped to meet the challenges of an ever-evolving professional landscape.</p>
<p>3. Skill development:</p>	<ul style="list-style-type: none"> • At ACU, we are committed to providing our students with a holistic education that goes beyond technical expertise. • To achieve this goal, we combine courses in critical thinking and problem-solving with leadership and management courses and soft skills development courses. • Our critical thinking and problem-solving courses are designed to help students develop analytical and logical thinking skills, which will aid them in identifying and solving complex problems in their professional lives. • Our leadership and management courses help students develop effective communication, team-building, and decision-making skills, which are essential for leading and managing teams in today's fast-paced and ever-changing business environment. • Our soft skills development courses focus on helping students develop emotional intelligence, adaptability, and resilience, which are critical for navigating complex professional environments. • By combining these courses, we aim to produce graduates who not only possess excellent technical skills but also possess the ability to think critically, lead effectively, and navigate complex professional environments. • We believe that this comprehensive approach will help cultivate a generation of entrepreneurs who can drive innovation, create positive change, and make a lasting impact in their respective industries.
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> • Adichunchanagiri University acknowledges the importance of integrating IKS into its academic curriculum. It incorporates traditional Indian

	<p>sciences, philosophies, and practices into various disciplines, fostering a more inclusive and diverse educational experience. The aim is to preserve cultural heritage and give students a broader perspective that harmonises ancient wisdom with modern knowledge. • In a world where globalisation and technological advancements dominate, preserving and incorporating indigenous knowledge becomes imperative for a holistic and culturally rooted education. Indian Knowledge Systems (IKS) is a repository of ancient wisdom, encompassing diverse fields such as Ayurveda, Yoga, Vedas, and traditional arts and sciences. Recognising the significance of this cultural wealth, universities in India are increasingly embracing IKS to enrich Adichunchanagiri University with its academic offerings. Key Aspects that the University wishes to Integrated through IKS :</p> <ul style="list-style-type: none"> • Implementing Ayurveda, the traditional Indian healthcare system, within the medical and health sciences curricula framework. This involves delving into herbal remedies, comprehensive wellness practices, and the Ayurvedic approach to preventing and managing diseases. • Integrating Yoga into physical education initiatives enhances physical well-being, promotes mental health, and manages stress. Recognising Yoga as a holistic system that improves physical fitness and builds mental resilience, further incorporating vedic sciences, such as astronomy, mathematics, and linguistics, into pertinent academic disciplines and comprehending the contributions of ancient Indian scholars and their profound impact on these academic fields, the university sets up stalls during the various local festivals and functions. • Leveraging traditional ecological knowledge embedded in Indian scriptures to address contemporary environmental challenges. Emphasising sustainable living practices and ecological balance from the perspectives laid out in ancient Indian wisdom. • Including traditional arts, literature, and performing arts in cultural studies programs and exploring the intricate tapestry of Indian classical arts and their intricate connections to cultural heritage.
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> • Adopting a student-centric approach that places the student at the centre of the learning experience at ACU provides individualized learning, offering personalized learning paths and resources for active

	<p>engagement, encouraging students to actively participate in their learning process, like incorporation of interactive and hands-on activities to enhance learning engagement, providing flexible learning environments. • The University also assesses the learning using various assessment methods to gauge student understanding and progress, providing timely and constructive feedback to support continuous improvement. • The University fosters a collaborative and interactive learning environment by encouraging group projects, discussions, and peer-to-peer learning. Inclusive practices like problem-based learning create an environment where all students feel valued and included. • Professional Development for faculty provides ongoing training and support for educators to enhance their teaching methods and encourages faculty to stay informed about best practices in student-centred pedagogy. • The university believes in establishing channels for students to provide feedback on courses, programs, and overall university experience. It provides platforms to continuously improve the learning environment through continuously integrating life skills and incorporating real-world skills and practical applications into the curriculum. Preparing students for success beyond academia, including their careers and personal lives. • The university, through its OBE, supports the idea that all students can learn and achieve success, ensuring that the education system in the university is inclusive and accessible to students with varying abilities and backgrounds and provides lifelong learning and skill development for the country's benefit.</p>
6. Distance education/online education:	<p>• The university does not offer dedicated distance nor online education programs, however employs various innovative online education software platforms, including the AMCI EDTECH PVT LTD (ZLIPP/Medwhiz platform) specifically designed for medical education. This platform aims to bridge the gap between traditional classroom-based learning and modern, technology-enhanced education by providing a comprehensive suite of resources tailored to medical students and professionals. • Since 2018, the dhi software has been used to manage curricular and co-curricular activities seamlessly. Pharmaceutical care planning and mentoring are</p>

conducted through this software. • Socrative, a cloud-based online student response system, is used as a cost-effective alternative to “classroom clickers/audience response systems”. Many teachers perceive it as an effective tool to engage learners in large groups and improve their performance during assessments. • Google Classroom Learning Management System (LMS) is widely used for online case banks, case presentations, and video lectures. The university also follows various initiatives by the Ministry of Education such as National Digital Library, The National Programme on Technology Enhanced Learning (NPTEL), SWAYAM, and MOOCs (Massive Open Online Courses).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES, Electoral Literacy Club was set up in the University
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES, Student Co-ordinator and Faculty Co-ordinating members are appointed by the University and ELCs are functioning
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<ul style="list-style-type: none"> • The Adichunchanagiri Electoral Literacy Club plays an essential role in enhancing electoral literacy by promoting voter awareness and fostering individual responsibility and active participation within the community. • Emphasizing the civic responsibility of individuals to participate in the electoral process actively. This involves highlighting the importance of having an accurate and up-to-date electoral roll for fair democratic representation. • Establishing avenues for individuals to seek clarification, ask questions, and address concerns through special electoral booth setup by the University in the rural villages through diverse community engagement events, informative pamphlets, and interactive sessions, to reach a broad spectrum of the population and cater to different learning preferences. • Establishing collaborative efforts with local authorities, educational institutions, and community organization's to enhance the outreach and effectiveness of the awareness campaign through skits organised to the illiterate and

	<p>senior citizens. • Through these initiatives, the Adichunchanagiri Electoral Literacy Club aims to create a more informed and engaged electorate, fostering a sense of responsibility and active participation in the democratic process. The campaign aligns with the club's commitment to promoting electoral literacy.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC has been with student coordinators from the university. The committee shall be aware in : • Electoral Roll Management • New registration for general electors: Filling form 6 for new registration • Voters Helpline: Through mobile application • Voters Turnout: Through mobile application • Current and future dates of election and its results • Voters service portal</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>• A group of student volunteers were deployed to support voter turnout in neighbouring villages during the 2019 Indian general election and the 2023 Karnataka Legislative Assembly Election. • Students yet to be enrolled as voters are identified by the university through its ELC. Mass workshops are conducted to fill out form 6 for new registration as voters. • The university organises mega camps to enrol students names in the electoral rolls during the initiative of the Electoral Literacy Club of the University held at the PU college campus and during local fests.</p>

Extended Profile

1 Program

1.1

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

Response: 256

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4974	4571	4098	3734	3602
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
936	1184	945	845	684
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	371	353	331	323

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	397	378	361	349

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13959	12617	10481	7396	4246

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Curriculum design and development:

Adichunchanagiri University has robust process in place for design, development and effective implementation of the curriculum which includes longitudinal curricular mapping of course outcomes with program outcomes and analysis of achievement of those targets. University adopts systematic way of curriculum development taking into consideration components like problem identification and general needs assessment, deriving goals and objectives, educational strategies and implementation and finally evaluation and feedback. The logical framework of the institutional curriculum committee and the Board of Studies (BoS) at the lower level, and the Academic Council and the Board of Management/Governors at the upper level, has handled curricular design and development successfully.

Relevance to local and regional needs:

Furthermore, the university envisions socially meaningful and culturally sensitive education that addresses local and regional needs as outlined in the Outcomes Based Education (OBE) Framework for both UG and PG programs. There is a provision for review and updating of the curriculum on a regular basis depending on the current developments in academia and industry based on local and regional needs in accordance with UGC and AICTE norms. Adichunchanagiri University has faithfully followed this curriculum in encouraging engineering and pharmacy students to comprehend the impact of professional engineering and pharmacy solutions in societal and environmental contexts, as well as the need for sustainable development to meet national aspirations. According to the Pharmacy Council of India (PCI) and the Indian Nursing Council (INC), the university has encouraged the use of new technologies while simultaneously instilling ethical standards in teachers and students. The University has modified the curriculum to reflect current societal and industrial trends. The program and course outcomes take stakeholder comments into consideration to ensure relevancy and prevent repetition. Gaps in the curriculum are filled by delivering value-added courses or encouraging students to gain proficiency through the Swayam/NPTEL portal.

Relevance to national needs:

The program outcomes of undergraduate and postgraduate programs under faculty of medical and allied health sciences, as approved by the National Medical Commission (NMC), align with national goals of competence-based education. Each of them aspires to produce a 'Indian Medical Graduate' capable of recognizing 'Health for All' as a national aim and the health rights of all citizens. The program outcomes

direct graduates to be an effective clinician, leader, communicator, professional, and lifelong learner, which are the qualities required to achieve national goals such as achieving competence in practicing holistic medicine and being an exemplary citizen who adheres to medical ethics. While developing a scientific temper and encouraging healthy living via holistic medicine practice is at the heart of the curriculum, graduates are also expected to master all aspects of national legislation, adhere to ethics, and fulfill social and professional duties.

Relevance to global health care needs:

The university's new competency-based medical education (CBME) aligns with worldwide trends, as seen in the course outcomes covering pandemic management, yoga, online learning, and evaluation.

File Description	Document
Link for Outcome analysis of POs, COs	View Document
Link for Curricula implemented by the University	View Document

1.1.2

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

Response: 98.05

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

Response: 251

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

1.1.3

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

Response:

Adichunchanagiri university students in their pre-final and final years are prepared for interviews, and the university actively conducts campus placements, which provide them with work chances even before they complete their studies. This technique ensures that students have the skills required for work. Students also benefit from industry and hospital trips, as well as **150 hours of training**, which provide them with important practical experience. With the recent transition to competency-based medical education (CBME) in both undergraduate and postgraduate programs, all courses under the faculty of medical and allied health sciences have an emphasis on competence and skill development. The university has **112 functional Memorandums of Understanding (MOUs)** with numerous medical, pharmaceutical, technical, and herbal companies to give practical exposure and industry involvement. The following table depicts the quantitative account on these components namely competency/ employability/ entrepreneurship/ skill-development:

Specific focus area	Number of courses with focus
Competency	1154
Employability	1037
Entrepreneurship	881
Skill development	1160
Total courses	1451

Description of courses

- **Entrepreneurship and Business Innovation:** This course is designed to develop students' entrepreneurial mindset and skills. It covers topics such as idea generation, business planning, market research, financial management, and pitching. Students work on real business ideas and create business plans.
- **Professional Development and Soft Skills:** This course focuses on enhancing students' soft skills, including communication, teamwork, problem-solving, time management, and leadership. It often includes workshops, role-playing, and interactive activities to help students practice these skills.
- **Industry-Specific Certification Programs:** These programs are designed in collaboration with industries to provide students with specialized skills and certifications. For example, a university might offer a certification program in digital marketing, project management, data analysis, or software development in partnership with relevant companies or organizations.
- **Internship and Work-Integrated Learning:** This course combines classroom learning with practical work experience. Students are placed in companies or organizations related to their field of study, allowing them to apply theoretical knowledge in a real-world setting.
- **Life science skill development:** Faculty of pharmacy have MoU with life science skill development council.
- **Technical Skill Development:** University offers technical courses in areas such as coding, programming, data analysis, engineering, and multimedia design. These courses equip students with in-demand skills that are relevant to today's job market.
- **Social Entrepreneurship:** This course combines business principles with social impact. Students learn to create sustainable ventures that address social and environmental challenges while generating revenue.
- **Leadership and Management:** This course focuses on developing leadership and management skills. It covers topics like strategic planning, decision-making, conflict resolution, and team management.

- **Career Readiness and Job Search Strategies:** This course prepares students for the job market by teaching them how to create effective resumes, prepare for interviews, and network professionally.
- **Project-Based Learning:** In project-based courses, students work on real-world projects for clients or organizations. This hands-on approach helps them develop practical skills and build a portfolio of work.

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 60

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

Response: 60

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

1.2.2

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

Response: 22.27

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

Response: 57

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

1.2.3

Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 71.36

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

Response: 4005

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

Response: 5612

File Description	Document
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Response:

With its vision and objective proclaiming the provision of culturally sensitive, socially responsible health services, Adichunchangiri University has effectively addressed concerns such as gender equality, environmental friendly measures, ethical standards, the right to health, and other demographic challenges. This has been addressed through **240 courses** under various programs so that graduates become familiar with cross-cutting concerns as they progress through their courses.

Gender:

The curriculum in Bachelor of Medicine and Bachelor of Surgery (MBBS) Program and MD (Doctor of Medicine) in general medicine has been revised to incorporate awareness of diverse gender identities currently seen in society, as well as distinction from gender nonconformity related disorders. It also familiarizes students with the rights of sexual minorities, non-discriminatory techniques in dealing with such individuals, and accessible medical choices for undergoing gender transition through hormonal and surgical means. Even existing legislative mechanisms such as committees against sexual harassment and ragging are used to sensitize and educate students. The gender sensitive approach in health care, as well as the observation of commemorative days such as International Women's Day and Men's Day, reflect the university's efforts toward gender equality.

Environment and Sustainability:

Community postings and field visits under the undergraduate programs provide necessary exposure to biomedical waste management, eco-friendly university efforts, and the Swatch Bharath campaign. Learners are encouraged to participate actively in these activities throughout the program. The obligatory Environmental Sciences course examines global environmental challenges such as global warming and

climate change, water pollution, and biodiversity loss. The university has incorporated the curricular changes to accommodate National Education Policy 2020 and WHO's sustainable development goals in true spirit.

Professional Ethics and Human Values:

According to their respective regulatory authorities, all the faculties of Medicine, Pharmacy, Nursing, Engineering, Management, Commerce, and Education include professional ethics and human values in their curricula. Professionalism, ethics, and human values are given appropriate weightage in the AETCOM modules, which are taught and assessed during all phases of the UG program in medicine. Community health nursing, sociology, basic nursing foundation courses, and nursing education have all covered significant components of professional ethics and human values in the nursing faculty.

Health Determinants and Right to Health Issues:

Courses like community medicine encompass physical, social, psychological, economic and environmental determinants of health and disease. The curriculum in medical sciences programs such as MBBS and MD programs includes a component on the right to health of patients from various socioeconomic backgrounds, as well as prevailing legal regulations in practicing medicine.

Emerging demographic changes:

The curriculum of the college of education includes courses such as Philosophical and Sociological Foundations of Education, Education in Contemporary India, Gender, School, and Society, all of which address these cross-cutting topics. The syllabus in courses like community medicine and obstetrics provide learning opportunities in sociology including demography, population dynamics, family welfare which are relevant to health in general.

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

1.3.2

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

Response: 136

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

Response: 136

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

1.3.3**Percentage of students successfully completed the value-added courses during the last five years****Response:** 91.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
4950	4496	3588	3118	2955

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

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

Adichunchanagiri University has long emphasized practical learning, and as a result, most programs (both undergraduate and postgraduate) include students studying through field trips, research projects, or internships in hospitals, industries, and working directly with the community. All these activities have contributed to the curriculum's emphasis on experiential learning.

Field visits: All the students under MBBS program participate in field visits which are carried out at least thrice longitudinally during the program. The participants learn through family adoption, visits to local communities and primary health care centers (PHC). The students pursuing Bachelor of education, M Pharm also have curricular obligation to make field visits. As part of their community health nursing program, nursing students go on exclusive field trips. The institution has adopted four adjacent communities, where students and staff undertake frequent trips to collect data on health indicators, deliver health education, and provide family care. In total, **1229 students of the university** have made such field visits in the last five years.

Research projects:

All the postgraduate programs under various faculties mandate the students to carry out research project/dissertation with the supervision and facilitation from an allotted guide. Adichunchanagiri University facilitates this process through workshops on synopsis writing, dissertation writing, statistical support and by providing conducive environment. Overall, **1815 research projects** have been carried out or ongoing by the students at the university. The ICMR - Short Term Studentship (STS) offered by division of HRD, Indian Council of Medical Research is being implemented to promote interest and aptitude for research among medical undergraduates of the university. In the last **5 years 35 research proposals** from undergraduates have been approved and received the student stipend from Indian Council of Medical Research.

Industry internship / visits:

The programs like MBBS, Bachelor of Engineering, Pharm D, BSc in nursing and M Pharm have stipulated internship period which usually happens as external postings in attached hospitals, pharma industries and relevant centers of excellence. The university has **112 functional MoUs** (Memorandum of Understanding) with various institutions/industries to cater to the learning needs of its students. During their internship, pharmacy students tour hospitals and are integrated with medical and nursing students during the hospital's periodic community outreach programs and health camps. So far **1682 students** have completed their internships and **774 students** have undertaken industry visits across various programs offered by the university.

Community postings:

The students under faculty of medical and allied health sciences have compulsory community postings thrice in MBBS program (1 month in phase II, one month in phase III and 2 months in internship) and once in all MD/MS programs in the form of district residency program (DRP) of 3 months. Pharm-D, M Pharm in Pharmacy practice, BSc nursing, MSc in community health nursing are the other programs which have community postings. In the last five years **1320 students** have finished community postings at various villages around the university.

File Description	Document
Any additional information	View Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 85.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
353	316	248	223	203

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

2022-23	2021-22	2020-21	2019-20	2018-19
389	354	320	264	236

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

2.1.2**Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted****Response:** 53.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
17459	16894	14611	11702	9742

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

2022-23	2021-22	2020-21	2019-20	2018-19
1591	1537	1372	1107	972

File Description**Document**

The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Extract of No. of application received in each program

[View Document](#)

Document relating to Sanction of intake

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)**2.1.3**

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

Response: 6.92**2.1.3.1 Number of students from other states and countries year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
117	100	79	70	81

2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
1710	1492	1251	1071	987

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	View Document
List of students from other states and countries	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters are issued to the students enrolled from other States / Countries.	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document

2.2 Catering to Student Diversity**2.2.1**

The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers

The Institution:

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

Response: A. All of the above

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

2.2.2

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

Response: 10.34

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

ACU places a strong emphasis on student-centric activities to create a comprehensive and engaging educational experience. The active learning methods adopted at the university are designed to enhance the learning process and prepare students for real-world challenges. Here are some key strategies employed at ACU:

Integrated Teaching:

ACU employs interdisciplinary teaching methods, emphasizing student-centric learning. This approach encourages students to explore connections between different disciplines, fostering a holistic understanding of knowledge.

Self-Directed Learning:

Students are assigned seminar topics, promoting self-directed learning. They present these topics before faculty from various disciplines, engaging in interactive sessions that enhance their presentation and communication skills.

Project-Based Learning:

The university organizes the Jnana Vignana Tantragnana mela annually, where students participate in project-based learning. They create models, posters, 3D prototypes, and hands-on modules based on a common theme, projecting and educating thousands of people from rural backgrounds.

Patient-Centric Activities:

Health Science institutions at ACU incorporate patient-centric activities, including early clinical exposure, bedside clinics, ward rounds, ambulatory patient counseling, sessions on pharmaceutical care plans, industrial visits, and field visits, enhancing students' practical and experiential learning.

Role Play for Health Awareness:

Students conduct role plays to create health awareness during hospital visits and field trips, addressing various topics such as mock courts, eye donation, breastfeeding, doctor-patient relationships, and patient counseling.

Experiential Learning:

ACU prioritizes experiential learning within a student-centric framework. Through hands-on experiences and practical applications, students actively engage with their education, gaining practical skills and a deeper understanding of their fields.

Participatory Learning:

Students are encouraged to actively participate through small group discussions, peer learning, case analysis, role plays, projects, presentations, seminars, conferences, self-work, internships, and fieldwork.

Problem Solving Methodologies:

The institution incorporates interactive discussions, problem-solving exercises, home assignments, independent research, group activities, student-led quiz programs, problem-based learning, and faculty development programs to foster problem-solving skills.

Humanities and Life Skill Programs:

Humanities and life skill programs play a pivotal role in enhancing students' attitudes and communication skills, integrating humanities into medical education.

Other Key Strategies:

The campus has advanced facilities, including Wi-Fi, projectors, audio systems, high-speed internet, learning resources, tutorials, and assignments. Collaborative learning, industry internships, and outcome-based education are promoted.

Impact of Active Learning Methods:

ACU's innovative methods have significantly enriched students' academic journeys, fostering personal growth and readiness for the real world. These methods deepen understanding, boost confidence, and apply theory practically for the benefit of both students and rural communities. They instill empathy, foster holistic healthcare approaches, bridge theory and practice, and hone critical thinking. The result is a cadre of well-rounded, competent, and socially responsible professionals ready to make a meaningful impact.

In conclusion, ACU's active learning methods create a dynamic and engaging educational environment, equipping students with the skills and knowledge needed for success in their respective fields.

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

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

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

methods of teaching-learning**Response:** A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skills Laboratories	View Document
List of clinical skills training modals	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	View Document
Details of training programs conducted and details of participants	View Document
Any additional information	View Document
Link for additional information	View Document

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

- One of the important missions of ACU is to provide an effective teaching learning opportunity to its students. Integrating technology in teaching makes learning interesting and effective.
- All the faculty of institution use ICT enabled tools regularly in the classes. Online teaching platforms such as AMZCI ZLIPP /Medwhiz, Microsoft teams, google meet, zoom app, Google classrooms are utilized by faculty for online sessions.
- All departments are equipped with laptops, desktop computers, printers, scanners, pen drives, multimedia projectors, and screens. The campus is Wi-Fi enabled, facilitating connectivity to various educational websites, national and international health-related platforms, and YouTube for video demonstrations.
- Currently there are **146 rooms with LCD screens**, Wi-Fi LAN facilities, and 24 smart boards.
- **DHI ERP Software:** The ACU has **Dhi** (ERP) Software for smooth conduct of curricular and co-curricular activities at the level of its constituent colleges. The Automation Platform, built using cutting-edge technology, is envisioned to be a data-driven, continuous improvement enabler for individuals & Institutions in the education system to realize their potential.
- **E-Lectures:** Faculty of the Institution design and develop e-Lectures using the following

applications

- **Microsoft Teams:** - Microsoft Teams lets educators to create vibrant learning environments by engaging the students with virtual face-to-face connections and activities. Educators can track student progress in their daily work using Assignments.
- **Zoom Sessions:** -It helps to enhance and expand classes with powerful collaboration tools, including video breakout rooms, multi-sharing, polling, and group chats.
- **Google Meet Sessions:** - Google Meet helps the faculties to keep themselves organized and allows them to connect and collaborate with the students in real time.
- **E-Assessments:** Variety of learning activities have also been incorporated in the curriculum:
 - e-Assignments
 - e-Quizzes
 - e-Forums
 - Google forms are used for MCQs based assessments.

In addition, the institution also makes use of:

- **YouTube:** It provides a platform for uploading learning videos which can be accessed by the students from anywhere at any time.
- **WhatsApp Groups:** Regular student interaction is done using WhatsApp. WhatsApp groups have been created for each class with all subject teachers.
- **Online storage such as One Drive & Box:** Each department in the institution have created their own online storage account in which all the faculties of the department upload their subject related notes and links are generated which will be shared to students. The students can view and download the notes using the link being shared at any time.

Outcome and Impact: ACU teachers utilizing ICT-enabled tools and online e-resources have brought in transformative outcomes. Integration of technology, enriched student learning and skills, aligned with outcomes-based education and competency-based education has led to personalized learning experiences catering to diverse student needs, promoting better understanding, fostering adaptability, critical thinking, effective collaboration and attainment of competencies & attributes for modern challenges and careers.

- Ultimately, this approach broadens educational horizons and prepares the students for the digital future.

Links

<https://acu.edu.in/naac/naac/Criterion-2/2.3/2.3.3%20Consolidated%20December%202023/Dhi%20ERP%20.pdf>

<https://acu.edu.in/naac/naac/Criterion-2/2.3/2.3.3%20Consolidated%20December%202023/MoU%20of%20LMS%20of%20AMC%20-%20Medwhiz%20%20&%20Zlipp/>

<https://acu.edu.in/naac/naac/Criterion-2/2.3/2.3.3%20Consolidated%20December%202023/Socrative%20online%20system/>

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 11.54

2.3.4.1 Total number of mentors in the preceding academic year

Response: 431

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.22

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document
Appointment letters of faculty during last five years	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.2

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

Response: 51.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
285	190	184	157	154

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	View Document
Institutional data in prescribed format	View Document
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 10.95

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

Response: 5267

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

2.4.4

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

Response: 94.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
481	371	353	312	246

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

2.4.5

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

Response: 13.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	58	52	38	19

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 11.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	10	15	10

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

2.5.2

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

Response: 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	20	36	15	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
4506	8722	5606	4150	1826

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

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

- 1.Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
- 2.Double Valuation/Multiple valuation with appeal process for revaluation only**

3.Double Valuation/Multiple valuation with appeal process for retotalling only**4.Single valuation and appeal process for revaluation****5.Grievance Redressal mechanism does not exist**

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

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

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

- **Transparent Scheduling Process:** ACU has instituted a transparent and well-defined scheduling process involving key stakeholders such as officers, the Assistant Registrar (Evaluation), and the Vice Chancellor. This process ensures that exam schedules for both undergraduate and postgraduate programs are carefully crafted and approved by relevant authorities.
- **Early Communication and Efficient Application Processes:** The university prioritizes early communication with constituent colleges, disseminating exam schedules a substantial 45 days before the exam date. This proactive approach is complemented by an efficient application process, where computer-generated forms and admit cards simplify the administrative aspects of the examination.
- **Outcome-Based Education and Bloom's Taxonomy:** ACU has embraced outcome-based education, aligning its examination processes with broader educational goals. The integration of Bloom's taxonomy in question paper preparation ensures a comprehensive evaluation that covers the entirety of the course material, promoting a deeper understanding among students.

Administrative Reforms:

ACU recognizes the importance of robust administrative processes to ensure the smooth conduct of examinations and the integrity of results. The administrative reforms undertaken by the university include:

- **Detailed Calendar of Events:** The university meticulously maintains a comprehensive calendar of events for examinations, providing a roadmap for all stakeholders involved in the examination process. This strategic planning contributes to the overall efficiency of the administrative framework.
- **Committee for Professional Conduct:** ACU has established a committee to oversee professional conduct, aimed at curbing malpractice and maintaining the highest standards of integrity among the staff involved in the examination process. This committee plays a crucial role in upholding the credibility of the examinations.
- **Timely Result Announcements and Convocation Process:** Administrative reforms extend to timely result announcements facilitated by the total computerization of the tabulation process. Furthermore, the convocation process has been streamlined, with the lamination of marks cards and the prompt delivery of certificates, ensuring a smooth post-examination phase.

IT Reforms:

The integration of Information Technology (IT) plays a pivotal role in ACU's commitment to innovation in examination processes. The university has implemented various IT reforms:

- **Digital Scheduling and Communication:** ACU leverages IT for the drafting of exam schedules, generating application forms, and transmitting question papers online. This digital approach not only enhances accuracy but also contributes to environmental sustainability.
- **Bar Coding System for Security:** In a bid to enhance security and minimize human involvement, ACU has introduced a bar coding system. This measure not only reduces the risk of leaks but also adds a layer of efficiency to the examination processes.
- **Venturing into Digital Evaluation:** ACU has embraced cutting-edge technological advancements with the introduction of digital evaluation from August 2023. This move reflects the university's commitment to leveraging technology to speed up the evaluation process and declare results promptly.

In conclusion, ACU's tripartite approach of examination reforms, administrative improvements, and IT integration underscores its commitment to setting higher standards in academic evaluation. These reforms collectively contribute to transparency, efficiency, and innovation, aligning the university with the evolving landscape of educational assessment.

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

2.5.5

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

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

Response: All of the above

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The program goals, objectives, and learning outcomes at ACU are clearly stated in the form of Learning Outcomes as per the regulatory bodies and communicated to all internal and external stakeholders through its website. The goals were developed in line with the outcome-based education, in consultation with the major stakeholders to include qualities such as education

for all with value systems such as empathy, enrichment, equity, excellence, empowerment, and enlightenment to serve society. It is ensured that the curriculum outlines are integrated with the

assessment process, where in clear weightage of 70:30% is set for formative and summative assessment accordingly.

The process is reviewed at appropriate scheduled intervals to integrate and verify the achievement of the programme outcomes and includes a variety of methods and tools that are used appropriately to assess the learning outcomes and competencies as per the bloom's taxonomy. Assessing learning outcomes and graduate attributes is done through various methods, including examinations, assignments, project-based assessments, practical demonstrations, observations, internships, self-assessment and standardized tests. These methods assess a range of competencies, from theoretical understanding to practical application and soft skills like teamwork and communication. Combining these methods offers a comprehensive evaluation, aligning with program goals and subject nature for effective educational assessment. Assessment principles are aligned in order of Lesson Outcomes aligned and mapped with Course Outcomes aligned with the Programme Outcomes. These methods and practices are aligned using tools like MCQ's, OSCE, OSPE and viva etc., for continuous internal assessment.

Student assessment is communicated to the students within reasonable time through the University website, taking full advantage of the ICT capabilities to ensure efficient communications and transparency and achievement of the learning outcomes. Any changes to student assessment methods follows procedures and regulations set by the examination board and communicated to the student prior to their implementation.

Individual programmes adopt different domains to develop their specific educational outcomes, the programme outcomes drive all aspects of the curriculum in terms of content, delivery and EOS assessment like use of short answer, long answer / essay questions, and evaluation of practical skills.

The Course Outcomes are distinctly specified and connected to one or more of the academic disciplines of the university through curriculum mapping which play a key element in our outcome-based education model.

Designing the program curriculum in the university is done by taking several mandatory steps as guidelines such as assessment modalities with regard to the goals and objectives, contents involving collaboration among educators and subject matter experts from both academia, industry and administrative bodies like the Committees from the Board of Studies and Academic Council.

Additionally, the institution is dedicated to making sure that assessment procedures are in line with these learning objectives and that communication with students is open and effective. With a strong emphasis on competency-based learning and ongoing improvement through regular evaluations and curriculum mapping, ACU is committed to a thorough and well structured approach to program development, assessment, and its implementation.

File Description	Document
Any additional information	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for additional information	View Document

2.6.2

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

Response: 96.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
936	1184	945	845	684

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

2022-23	2021-22	2020-21	2019-20	2018-19
959	1202	971	881	715

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Institutional data in prescribed format	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Adichunchanagiri University (ACU) stands unwavering in its dedication to advancing knowledge, nurturing innovation, and fostering ethical and impactful research across all academic domains. In pursuit of this dedication, **ACU introduced a comprehensive Research Promotion Policy in 2020**, guided by the expertise of the Research Advisory Board. This Policy is openly accessible on its website, reflects a steadfast commitment to upholding research integrity, fostering collaboration, and creating an environment for continual learning and exploratory discovery.

The policy areas include, but are not limited to:

Ethics:

Researchers must adhere to ethical guidelines and standards in all stages of research, including human and animal subjects. Ethical review and approval processes are mandatory for research involving human participants or animals.

Research Fellowship:

ACU awards up to 25 fellowships annually to full-time PhD candidates selected under its PhD Regulations. PhD Scholars **receive a monthly stipend of Rs. 15,000 plus HRA** for a maximum of three years. Post-Doctoral Scholars are granted a consolidated **fellowship of Rs. 40,000 per month** for up to two years, extendable for an additional year based on performance.

ACU Intramural Research Grants: ACU faculty members can apply for institutional research grants. Annually, up to **Rs. 50 Lakhs** are allocated for deserving proposals. Projects are monitored for progress, and over five years, the faculty has effectively utilized **Rs. 140 Lakhs** as seed money

Research Incentive:

Researchers receive yearly incentives based on policy-defined weightage for exceptional achievements in publications, patents, consultancy, collaborative research, conference participation, and more.

Training and Supervision:

Establishing research training programs for undergraduates, postgraduates, and doctoral students, with a focus on effective supervision, fosters essential research skills and nurtures aspiring researchers' growth.

Collaborative Research:

Collaboration among researchers within the university and with external partners will be encouraged to facilitate interdisciplinary research and knowledge exchange.

Best Researcher Award:

The university recognizes the research carried out by its faculty members by granting “Excellence in Research Award” every year for Paper publication, funded projects, Patents, Consultancy etc.

Research Misconduct:

Instances of research misconduct, such as fabrication, falsification, and plagiarism, will not be tolerated and will be dealt with through established procedures.

Conflict of Interest:

Researchers must declare any conflicts of interest that may arise during research activities to maintain transparency and integrity.

Publication Quality:

Researchers are encouraged to publish their findings in reputable and peer-reviewed journals to ensure the dissemination of high-quality research outcomes.

The university has constituted the following committees with well-defined powers and functions to enable an effective implementation of the research promotion policy;

- Research Committee
- Publication Guidelines Committee
- Research and Innovation Council
- Ethics Committee
- Intellectual Property Management Advisory committee
- Animal Ethical Committee

Impact:

- Publications surged from 75 in 2018 to 147 in 2022, emphasizing research growth.
- Patent increase from 0 (2018-19) to 37 (2021-22) signifies impactful innovation.
- Awards soared from 15 (2018-19) to 41 (2022-23), recognizing outstanding contributions.
- The number of research fellows increased from 28 in 2019-20 to 48 in 2022-23.

<https://www.acu.edu.in/naac/naac/Criterion-3/3.1/3.1.1/3.1.1%20QIM%20writeup.pdf>

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

3.1.2

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

Response: 28.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.46	0	8.81	49.98	77.8

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

3.1.3

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

Response: 37.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	132	96	145	125

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

3.1.4

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

Response: 149

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	29	44	28	0

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

3.1.5

University has the following facilities

- 1. Central Research Laboratory / Central Research Facility**
- 2. Animal House/ Medicinal Plant Garden / Museum**
- 3. Media laboratory/Business Lab/e-resource Studios**
- 4. Research/Statistical Databases/Health Informatics**
- 5. Clinical Trial Centre**

Response: All of the above

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

3.1.6

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

Response: 82.14

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

agencies

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	6	2	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	5	5

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 208

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	93	50	05	12

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

3.2.2

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

Response: 208

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	93	40	13	61

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

3.2.3

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

Response: 1.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	186	89	18	73

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

To foster a culture of innovation and entrepreneurship, Adichunchanagiri University is committed to promote and facilitate innovation and entrepreneurship among students, faculty and the wider community through **Adichunchanagiri centre for entrepreneurs (ACE)**. Institution's innovation council of Adichunchanagiri University encourages innovations by organising Seminars and workshops to students and faculty who are constantly involved in innovations. As per the national innovation and start up policy 2016, an incubation centre has been jointly set up by the university with **OpEx Accelerator Pvt Ltd** on 23rd Aug 2021. This joint initiative aims to explore more into innovative solutions that will enable students and young entrepreneurs to transform their potential ideas into commercial incubations.

SI No	Activities	Date
1	Establishment of CORMIL & CMPAT	20.04.2021
2	Patent filed on turmeric	20.04.2021
3	MOU's Signing Ceremony	23.09.2021
4	Faculty Orientation Program for ACE Incubation Centre	04.09.2021
5	Sensitization Program	16.09.2021
6	Ideation Program	23.09.2021
7	Session on Market Survey and BMC More than 20 Many Hand holding sessions for students and faculty almost weekly basis	25.10.2021
8	Idea Validation session	18.02.2022
9	Section 8 company formation	22.02.2022
10	Arthanaya Solutions LLP formation	22.02.2022
11	Applying as Business incubate in MSME	01.04.2022

Institution Innovation Council:

Our Vision is to bring out more Innovations; Research & Incubations that will assist in solving India's impending loopholes of health care sector. Mission of the Institution is to bring more out box concepts and innovations that are untapped in the health care sector that will eventually add value and help India to achieve necessary boon in health care sector.

Infrastructure management: Innovations in the Institution is encouraged through our Centre for Research and Innovation equipped with major instruments worth of **Rs 3 Cr and minor equipment costs worth of 3 Cr. Major research facilities** in our institution include BSL II facility, Mammalian cell culture facility, Drosophila culture facility, Molecular and cellular biochemistry laboratory, Central sophisticated instrumentation facility, Materials processing laboratory, Molecular virology laboratory, Functional polymer research laboratory.

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

3.3.2

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

Response:

Adichunchanagiri University (ACU) is committed to fostering a culture of innovation and research excellence, evident through a series of impactful workshops and seminars conducted over the last five years. The university recognizes the critical role of Intellectual Property Rights (IPR) in research, resulting in the formulation of a dedicated IPR policy.

INTELLECTUAL PROPERTY RIGHT

The IPR Cell, operating efficiently within the university, has been instrumental in organizing **56 workshops** and seminars to raise awareness about patents, copyrights, and related processes. These events aim to empower faculty members, researchers, and inventors with practical insights into Intellectual Property applications, covering crucial aspects such as patent drafting, patentability searches, and evidence of use analysis.

RESEARCH METHODOLOGY

In parallel, the institute has focused on strengthening research methodology capabilities by hosting **23 workshops** over the past five years. These workshops, encompassing research tools, ethics, and methodology, have equipped participants with the skills necessary for problem definition, research design, hypothesis formulation, and data analysis. The emphasis on research proposal writing and publication significance adds depth to the participants' understanding, fostering a holistic approach to research.

GOOD CLINICAL PRACTICE

Recognizing the importance of Good Clinical Practice (GCP) in human subject trials, the university has conducted **03 workshops** on GCP, ensuring that researchers involved in clinical trials are well-versed in protecting participant rights, data quality, and safety.

LABORATORY, PHARMACY AND COLLECTION PRACTICES; ENSURING PRECISION AND ACCURACY

Moreover, the commitment to quality extends to laboratory practices, with **08 workshops** focused on precision and accuracy in pharmacy and collection practices. These sessions cover diverse topics such as drug standardization, Ayurvedic formulations, and modern techniques in pharmaceuticals, contributing to advancements in drug development.

RESEARCH GRANT WRITING

The university dedication to holistic education is evident in the **03 workshops** on research grant writing. By inviting industry professionals to share their expertise, the university imparts valuable knowledge on crafting compelling grant proposals, financial planning, and finding diverse funding sources. This initiative bridges the gap between academia and industry, enhancing students' understanding of real-world applications and industry expectations.

INDUSTRY-ACADEMIA COLLABORATIONS

The commitment to industry-academia collaborations is a cornerstone of the university's strategy, with **112 linkages, MOUs, and 1022 collaborations** established in the last five years. These collaborations create a dynamic platform for addressing industry challenges and fostering innovation. The institute's efforts to network with public/hospital/industry entities have resulted in numerous internships, externships, and industrial visits, enriching the learning experience for students and researchers.

In conclusion, ACU's workshops and seminars stand as Beacons of knowledge, providing participants with essential skills and networks crucial for success in the competitive realm of research and innovation. As innovators enhance their expertise, they contribute significantly to the advancement of science, technology, and society.

<https://acu.edu.in/naac/naac/Criterion-3/3.3/3.3.2/3.3.2%20QLM.pdf>

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

3.3.3

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

Response: 110

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	13	16	25	15

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

3.3.4

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	1	2

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

3.4 Research Publications and Awards

3.4.1

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

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

Response: All of the above

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

3.4.2

The Institution provides incentives for teachers who receive state, national or international recognitions/awards..

Option

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

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
Policy on salary increment for the awardees	View Document
Policy on Career advancement for the awardees	View Document
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	View Document
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

Response: 76

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	37	9	1	0

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

3.4.4

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

Response: 0.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	49	46	1	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	108	95	76	59

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

3.4.5

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

Response: 0

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

3.4.6

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

Response: 0

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

3.4.7

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

Response: 0

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

3.4.8

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

Response: 0

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

3.4.9**Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.****Response: 0**

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

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

- Adichunchanagiri University has adopted an Intellectual Property Rights (IPR) and Consultancy policy that extends its scope to include a wide spectrum of ACU employees. Employees, faculty members, including permanent and temporary personnel, visiting academics, fellows, research scholars, and students are all included. The policy applies not only to people directly employed by ACU, but also to those who receive support in various forms, including as fellowships, scholarships, and honoraria, from ACU or from external government and commercial organizations and agencies.
- The intellectual property policy handles numerous areas of intellectual property. When University resources are used, the University owns the intellectual property, but the author owns the copyright to the original work. Authors are also eligible for cash profits within the terms stipulated by ACU.
- In circumstances where the University owns the patent, the inventor(s) retain intellectual property rights until the conditions of protection are mutually agreed upon by the University and the inventor(s). As judged appropriate, the University has the right to commence conversations regarding the sale, licensing, or technological transfer of patents or other types of intellectual property.

- In the case of a successful sale, license, or technology transfer, revenue will be shared in line with the established royalty conditions.
- Through consultation services, ACU faculty members actively provide their experience to business and other bodies. Through Consultancy University Faculty members have **generated 239.75 L.**
- The Principal Investigator (PI), Consultant, Project Coordinator, or Co-Investigator is entitled to a **50% share** of the earnings in the form of incentives in the consulting sphere. The remaining
- 50% is maintained by the parent Institution and reinvested in research activities, promoting long-term development and innovation.
- The training program is conducted to create awareness about various forms of IPR such as patents, copyrights, trademarks, designs and also sensitize stakeholders about the facilities and support extended to them towards filing **76 Patents out of 68 Patents are Published and 8 Patents are Granted.**

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

3.5.2

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

Response: 239

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	87	49	6	12

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

3.6 Extension Activities

3.6.1

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

Response: 1193

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

2022-23	2021-22	2020-21	2019-20	2018-19
311	365	93	162	262

File Description	Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of events / activities	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

3.6.2

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

Response: 79.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
4256	4205	2344	3001	3036

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	View Document
Any additional information	View Document
Link for additional information	View Document

3.6.3

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

Response:

ACU fosters societal values and engagement, evident in community health initiatives, cleanliness drives, NSS activities, and awareness events.

- **Diverse Range of Activities:** ACU has been actively involved in a diverse range of extension outreach activities, including free health screening, free multi-diagnostic and mega health camps, health awareness programs, cleanliness drives, community adoption programs, NSS/YRC activities, and rallies & walkathons. These initiatives reflect the Institution's commitment to societal well-being.
- **Disaster Response:** ACU has consistently demonstrated its responsiveness by conducting free health camps, providing relief materials and free medicines for effected community during natural calamities such as Madikeri and chikmagalur floods and Covid19 pandemic showcasing a sense of duty to help those in need during times of crisis.
- **Community Engagement:** Over the past 5 years, ACU and constituent colleges have organized an impressive more than **1100 community-based extension activities**, actively involving both staff and students in these initiatives.

Recognition and Awards:

- ACU received the prestigious India International Excellence Award 2023, recognizing it as a Promising University in South India for Medical Education and Research. This accolade reaffirms its standing as a trailblazer in the field of medical education and research.
- Adichunchanagiri hospital achieved the prestigious Kannada Rajyotsava award in 2022 by district administration of Mandya in recognition of community-based extension and outreach activities conducted by the institution.
- Adichunchanagiri Institute of Medical Sciences was awarded with district green champion award by MGNCRE (Mahatma Gandhi national council of rural education) for the academic year 2020-21 successfully setting up and implementing swacha action plan.
- Adichunchanagiri Institute of medical sciences, Adichunchanagiri College of Nursing and Sri Adichunchanagiri College of Pharmacy were awarded swachata action plan institutions by MGNCRE for successfully setting up and implementing swachata action plan committee.
- ACU's exemplary support for the 'Rotaplast camp' which provides free cleft lip, cleft palate, and plastic surgery services to needy population, conducted by Rotary International at Adichunchanagiri hospital was highly appreciated.
- Exemplary performance Adichunchanagiri hospital and research centre under AB-ArK health scheme was appreciated by Deputy Health Commissioner of Mandya district.
- Various non-government organizations such as Corona Nigraha Pade, KRBAAS, helping hands charitable trust, Rotary club, Srinidhi foundation, Dharmasthala gramodyoga samste and more than **50 other organizations have appreciated institutions** tremendous work in the field of community health and awareness activities.
- CEGR India awarded Adichunchanagiri Institute of Medical Sciences as best college in south India for the year 2021 for best service in the field.
- Town Municipal Corporation of Nagamangala has appreciated Adichunchanagiri hospital for conducting regular health check-ups for the powra karmikas working under them.

ACU as multidisciplinary university has garnered substantial credibility and recognition from various stakeholders, including the public, government agencies, and non-government organizations. This recognition underscores the Institution's selfless and impactful contributions to national and state-level extension/outreach activities, reflecting its commitment to societal well-being.

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

3.6.4

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

Response:

- ACU is comprehensively engaged in healthcare-related extension and outreach endeavours encompassing activities ranging from awareness and sensitization initiatives to the provision of curative, healing, and well-being services.
- A significant portion of our courses include integrated extension programs that form an integral component of practical fieldwork conducted at community level. These programs serve as valuable training opportunities for our students who regularly visit these centres to be able to understand health and social problems of the community and learn to manage it at community level.

Some of the noteworthy contributions of ACU in its role of institutional social responsibility are,

- **Free health camps:** Throughout the year, ACU through Adichunchanagiri hospital organizes multi-disciplinary and multi-specialty diagnostic health camps in diverse settings, including rural areas, urban centres, schools, and orphanages. More than 1100 free health camps including **650 free eye camps and more than 5300 free eye surgeries** has been conducted in the last five years.
- **Adoption of villages holistic development:** ACU has adopted 14 villages under Bramhadevarahalli panchayat. Various activities such as health camps, dental check-up camps, vaccination drives, school renovation, drinking water facility, swachh bharaat initiatives and health awareness programmes are conducted in these villages. Institution has spent more than **15 lakh rupees for various development works in these villages.**
- **Disaster and natural calamity relief:** ACU has actively engaged in disaster management by participating in numerous relief camps during major natural calamities such as the Madikeri

floods and landslides, as well as the COVID-19 pandemic. In times of crisis, ACU swiftly mobilizes resources and personnel to provide essential relief and support to affected communities. These efforts include distributing emergency supplies, offering medical aid, and extending a helping hand to those in need. • Support to primary and community health centres: ACU extends its healthcare reach to rural areas by supporting nearby primary and community health centres by means of specialist consultation, Emergency services and tertiary care referral services.

- Health awareness and sensitization programs ACU actively conducts a range of health awareness and sensitization programs encompassing diverse topics, including leprosy, AIDS, menstrual hygiene, environmental concerns, oral health, tuberculosis, and COVID-19 precautions.
- **Subsidized healthcare:** Adichunchanagiri Hospital, a prestigious tertiary care teaching hospital, is dedicated to offering world-class healthcare services at significantly subsidized rates. Over the past five years, the hospital has extended over 5 crore rupees in subsidies to ensure that individuals in need receive access to high-quality medical care.
- **Covid 19 pandemic:** During COVID-19 pandemic, Adichunchanagiri Hospital treated a total of **1,392 patients**. Institution conducted **279,111 COVID-19 tests**, contributing significantly to disease detection and containment efforts. ACU led the government's vaccination campaign within the local community by conducting free vaccination camps.
- **Unnat Bharat Abhiyan:** As a participating institute in UBA, ACU has actively embraced its role in community development. Institution adopted five villages and undertaken a range of initiatives such as dental health awareness and check-up clinics, life skill training, breast cancer awareness and screening drives, deworming initiatives, and tailoring training workshops aimed at enhancing the well-being and progress of these communities.

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

3.7 Collaboration

3.7.1

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

Response: 204.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
383	370	115	63	91

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document
Any additional information	View Document
Link with collaborating Institutional website	View Document
Link for additional information	View Document

3.7.2

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

Response: 112

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

Response: 112

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the functional MoUs with Indicating the start date and completion date	View Document
e-copies of linkage-related Documents	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Physical facilities are integral segments that ensure efficient functioning of any educational ecosystems in the society. Adichunchanagiri University (ACU) a state private university is a venture of Sri Adichunchanagiri shikshana trust and situated in **67.3** acres of lush green campus at BG Nagara on Bengaluru-Mangaluru National Highway-75, Karnataka.

The constituent colleges of ACU are:

Faculty of Medical & Allied Health Sciences

(Adichunchanagiri Institute of Medical Sciences)

(Adichunchanagiri School of Allied Health Sciences)

Faculty of Pharmacy

(Sri Adichunchanagiri College of Pharmacy)

Faculty of Nursing

(Adichunchanagiri College of Nursing)

Faculty of Engineering, Management & Technology

(BGS Institute of Technology)

Faculty of Humanities and Social Sciences

- (BGS First Grade College)
- (BGS College of Education)

Faculty of Natural Sciences

(Adichunchanagiri School of Natural Sciences)

Built-up Area

Sl no	Institution Name	Built up Area in Sq m
1	Faculty of Medical & Allied	137695.15

	Health Sciences (AIMS) Faculty of Medical & Allied Health Sciences(AHRC)	
2	Faculty of Pharmacy (SACCP)	11,131.00
3	Faculty of Nursing (ACN)	9,404.00
4	Faculty of Engineering, Management & Technology (BGSIT)	32,825.32
5	Faculty of Humanities and Social Sciences (BGSCE) Faculty of Humanities and Social Sciences (BGS FGC)	8735.37
6	Faculty of Natural Sciences (ASNS)	1,015.52
7	Others	75,395.09
Total built-up area in Sqm		2,76,272.22

LEARNING RESOURCES:

- **Classrooms:** A total of **86** classrooms which are adequate as per the norms of the regulatory body, which are spacious, well-furnished and equipped with ergonomically designed seating with well ventilation and adequate lighting. ICT facilities are available in each classroom equipped with computer, LCD projector, white and green board and network connectivity.
- **Seminar Halls:** There are **20** seminar halls, which are spacious, well-furnished, and air-conditioned, with individual seating along with good ventilation and adequate lighting. ICT facilities are available in each seminar hall such as computers, audio, video facility, LCD projectors with network connectivity.
- **Labs/Demonstration Rooms:** There are **196** Labs/Demonstration rooms fully equipped as per the regulatory bodies to conduct experimental works.

- **Computers:** A total **1212** high-end computers and Software like **Solid Edge, AutoCAD, ANSYS, PLC and MATLAB, Micromedex** etc. are available in the Computer labs. Campus is facilitated with high-speed **Wi-Fi >1Gbps** accessibility, which spreads across the campus.
- **Centres of Excellence:** Apart from the curriculum, there are **10** Centres of Excellence sponsored by **TOYOTA KIRLOSKAR, BOSCH, ACU- Bosch Artisan Training Centre, Simulation lab, CORMIL, ACE and CMPAT**. ACU's training and placement department offers intensive skill development programs to groom the students. Other facilities such as **Centre for Research and Innovation (CRI), Molecular Medicine (AIMM) laboratories, BOT Skills labs and 6** Museums provide a conducive environment for learning.
- **Language Lab:** A total **2 language** labs are established for the students to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model and do self – assessment.

FACILITIES FOR CLINICAL LEARNING:

- University has NABH accredited hospital with **1150** beds capacity for clinical teaching- learning with OPD services.
- Adequate patients for clinical learning are available in all specialties & super specialties.
- The hospital has **630** well equipped surgical suites for minor and complex surgeries & students get opportunities to learn various types of surgeries.
- The Department of Community Medicine provides exposure to medical students in rural areas by organizing visits to different Public Health Departments & social Institutes like **Primary Health Centre, Sub Centres and DOTs Centres viz.**

AYUSH-RELATED LEARNING CUM THERAPY CENTER:

- **Panchakarma centre** at campus is facility for prevention, rehabilitation & cure diseases by integrated therapies of Naturopathy, Yoga and Ayurveda.
- **Arogyam** perpetuates positive health and ancient Indian culture and values. **1300** patients have been benefitted by integrated therapies. Students learn various methods of alternative therapy in the centre.
- Around **100** different medicinal plants exist in medicinal garden of 908 Sqm.

File Description	Document
Any additional information	View Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	View Document
Link for additional information	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of

students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

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

Outdoor facilities:

Sports facilities spread over an approximately **40,470 Sqm** area providing facilities for **Cricket, Athletic (400m track), Football, Hockey, Volleyball, Throw ball, Handball, Kabaddi, Kho-Kho, Ball Badminton, Tennis & Basketball** courts with synthetic floor and flood lights.

Physical Education Cell is supported with **3 Physical Directors**.

Recurring expenditure on the sports facilities per year is approximately Rs.**30-50** Lakhs.

Sl. No.	Outdoor Facilities	Area in Sqm	Qty	Year of establishment
1	Cricket Playground	14519	1	1996
2	Hockey Ground	5005	1	2005
3	Football Court	5400	1	1996
4	Basketball and Floor Ball Court.	448	2	2020
5	Shuttle Badminton Court	81	9	1996
6	Volleyball Court	162	4	1996
7	Kabaddi	130	5	1996
8	Kho Kho	432	3	1996
9	Throw ball	216	4	2005
10	Hand Ball Court	800	2	2005
11	Others	13,277		
12	Total	40,470		

Indoor facilities:

To accommodate year-long use of the facilities, girls and boys hostels are provided with carrom, chess and table tennis facilities.

Inter collegiate tournaments for Girls and Boys on **Athletics, Basketball, Badminton, Chess, Cricket, Football, Hockey, Table Tennis, Throw ball and Volley ball** matches are conducted regularly.

Gymnasium:

As a way of providing the best form of physical fitness and health during the learning process, the fitness center of the University features **4** modern gymnasium well equipped with **Weight lifting, Stretching, Cardiac machines and other equipment**. In addition to this, the gym also features **5,000** Sqft space

dedicated to yoga and aerobics. By utilizing the facilities students have participated in different events such as **India Zonal National level university game** of Floor, **South zone inter university volleyball championship**, **Tablet cup inter university cricket** and **SYNERGY** an inter medical collegiate sport meet.

Cultural facilities and activities

University offers a wide range of opportunities for students to engage in cultural activities. University has student clubs dealing with diverse cultural activities. There are **2** auditoriums with a capacity of **2000** and **500** respectively and an **Amphitheater** for cultural extravagance. It nurtures and encourages creative expression of art pedagogy that welcomes cross-disciplinary engagement with artists and other cultural practitioners. Cultural activities such as **Prajwalana**, **Kalatharanga** and **Deekshamaitri** were celebrated annually. University has procured musical instruments such as Harmonium, Kanjra, Drums, Guitar etc for the usage by the students.

File Description	Document
Any additional information	View Document
Links for Available sports and cultural facilities : geotagging	View Document
Link for additional information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The campus of ACU boasts a comprehensive range of facilities catering to the diverse needs of students, faculty, and visitors.

Hostels

The hostel infrastructure is robust, comprising 10 blocks with **1219 rooms**, providing accommodation for **3476 students**. The hostels are segregated by gender and offer triple/twin sharing or single occupancy rooms with attached washrooms. To enhance the living experience, the hostels are equipped with Wi-Fi, CCTV cameras, round-the-clock security, and recreational amenities such as Table Tennis, Badminton, Carom, Chess, Television, Multigym, yoga, and a fitness center.

Medical Facilities

Medical facilities are readily available 24/7 at the campus hospital, providing discounted treatment for students, faculty, and the public.

Toilet/Wash rooms

The campus boasts **837 toilets and 180 washrooms**, clearly marked with signboards and directions. Additionally, 10 restrooms cater to the needs of ladies and differently-abled individuals, featuring facilities like ramps and railings.

Mess/Canteens

A total of 9 hygienic student messes and 4 canteens cater to the culinary needs of students, patients, and caretakers on campus.

Post Office/Courier Services

Essential services such as post office and courier facilities are conveniently located nearby.

Bank

Banking needs are met by Canara, Kotak Mahindra, and Bank of Baroda, each offering ATM services.

Roads and Signage

The campus's well-maintained roads, equipped with signage at all junctions, facilitate easy navigation.

Topography

The institution's geographical location at a latitude of 12°58' N and longitude of 76°43' E, with an average elevation of 810 m, provides a flat terrain. Campus maps displayed prominently aid in easy identification of departments.

Greenery

Green initiatives are evident throughout the campus, with landscaped gardens, lawns, and medicinal gardens. Battery-operated vehicles and bicycles promote eco-friendly transportation.

Energy conservation measures include CFL/LED lights in all buildings and rainwater harvesting systems are available.

Alternate Sources of Energy

The campus embraces alternate energy sources with 8 solar units generating **700 kW and a 300 kg capacity Biogas plant** for food waste management.

STP and Water Purification Plants

Water conservation is prioritized with a **750 KLD sewage water treatment plant and 17 RO, 500 LPH** water purification plants.

Other Facilities

- Facilities include 344 residential quarters for Teaching and Non-teaching staff with in the

campus.

- A shopping complex offering essential services like stationery shop, fruit and juice shop, groceries shop, restaurant, saloon and laundry.
- Friendly infrastructure and amenities for differently abled persons like ramps, Lifts, toilets, wheel chair facilities, separate parking etc.
- A children's outdoor play area like slides, swings, etc.
- Round-the-clock water and electricity supply.
- There are **16 buses, 4 cars, 2 Tempo traveller, 1 Van and 2 EV BUGI** Vehicle available for commuting of University staff and students.
- Total Parking area of 8138 sqm includes 5 Parking facilities for 4 and 2 wheelers.
- The campus is monitored round the clock with **750 surveillance cameras**, ensuring a safe and secure environment.
- In addition, a guest house with 56 rooms caters to examiners and visiting parents.

With its array of facilities and commitment to sustainability and inclusivity, ACU provides a conducive and enriching environment for academic pursuits.

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

4.1.4

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

Response: 44.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
4468	8449	6619	2537	1063

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Adichunchanagiri Hospital, a teaching hospital of Faculty of Medical & Allied Health Sciences, is a **1150** bed facility located on a vast, lush campus spanning over **67.3** acres. It was established in **1986** with the primary goal of delivering high-quality healthcare services to the rural population, in line with the vision of its founder.

- All clinical equipments are constantly upgraded with technological advances. All the departments meet the requirements of statutory regulating bodies in terms of clinical teaching and learning facilities. There is **CPCSEA (Committee for the Purpose of Control and Supervision of Experiments on Animals)** approved animal house. The Hospital has separate demonstration and procedure rooms for clinical and bedside learning. The hospital functions **24X7** with more than **80%** bed occupancy. **38** specialty clinics are run in the Hospital giving excellent clinical exposure to the students.
- There are separate operation theatres for all surgical and super speciality surgical departments. Highlights of the facilities for clinical teaching and learning:
- **Central laboratory:** Equipments like high-end **5-part automated hematology analyzer, 3-part automated hematology analyzers** for whole blood platelet aggregometry, and an **ESR machine**, biochemistry both dry and wet auto analyser **ABG analyser**, automated hormone analyser and electrolyte auto analysers, urine analyser, cartridge based nucleic acid amplification testing (**CBNAAT**), fluorescent microscopy for TB. A separate **NABL** accredited **Covid19** Testing Molecular laboratory.
- **Super speciality services:** Neurology, Cardiology, Reconstructive & Plastic surgery, Urology, Nephrology, Oncology, Paediatrics Surgery and **IVF Centre**.
- **Central Research Laboratory:** Refrigerated centrifuge, PCR, High throughput liquid handler, Bio Safety Cabinet, Carbon dioxide Incubator, Immuno-fluorescence microscope, Tecan multimode plate reader, Chemidoc, Refrigerated centrifuge, Speed vac concentrator, BOD

Incubator, Autoclave, Rotary evaporator, Fume hoods, Cell counter, Millipore System Vertical, laminar air flow cabinet, UV Visible Spectrophotometer-1700, Ice flaker, -20° deep freezer, Pharmaceutical refrigerator (-80°), Upright refrigerator, Gradient Thermal Cyler, Micro balance, Western Blotting, Semi Dry transfer system, Biosafety Cabinet Class II, Liquid Storage Containers (2 in Nos), Tissue Lyser, Probe Sonicator.

- **Surgery:** Laparoscopy Surgery, Endoscopy, Onco-Surgery, Paediatric Surgery, Plastic Surgery, Maxillofacial surgery, Special clinic for Cleft Lip & Palate, laparoscopic Uro Surgeries, etc.
- **Orthopaedics:** Trauma and spine surgeries, deformity correction, knee, hip and shoulder joint replacements, arthroscopy and arthroplasty surgery.
- **Cardiology:** The cardiology unit has Cath lab with the facility of **ECG, TMT and ECHO**, Angiography & angioplasty
- **Plastic Surgery:** Reconstructive and cosmetic surgeries, skin grafting, burns, cleft lip and cleft palate, facial deformities, reconstruction surgeries.
- **Neurosurgery:** Intracranial & Spine Tumour Surgeries, Clipping of aneurysm, Spine surgeries, Traumatic Intracranial Surgeries.
- **Rheumatology:** Treatment of musculoskeletal and joint deformities
- **Urology & Nephrology:** **TURP, PCNL, URS**, Lithotripsy, Laparoscopic nephrectomy and partial nephrectomy, Haemodialysis, Laparoscopic Pyeloplasty, Radical Prostatectomy.
- **Respiratory Medicine:** ICU for respiratory diseases, **PFT** and facility of bronchoscopy.
- **Paediatrics:** Special clinics for epilepsy, thalassemia and sickle cell anaemia.
- **NICU/PICU:** Neonatal ventilator, baby warmers and Incubators, phototherapy units, infusion pump, Bubble **CPAP**, T-piece resuscitator and phototherapy.
- **Obstetrics & Gynaecology:** IVF Centre, Advance OBS clinic with laparoscope, special infertility clinic, foetal monitor, Foetal Doppler and Colposcopy.
- **Radiology:** Digital x-ray, interventional radiology procedures, **128/C Slice CT scan**, MRI, colour doppler, ultrasound, image intensifier TV with facility of contrast imaging, OPG, mammography and DSA.
- **Dentistry:** Dental chairs and OPG facilities
- **Otorhinolaryngology:** Brainstem evoked response audiometry (BERA), Advanced ENT surgical care with latest microscopes, audiometry evaluation and speech therapy centre along with Endoscope unit in ENT.
- **Ophthalmology:** Automated refractometer, cataract surgery with phacoemulsification machine, **ND YAG Laser, B-scan, A-Scan, OCT, Diode Laser for Retina, Synoptophore**, rebound Tonometer, applanation tonometer. Slit lamps, complete field automated perimetry, Keratometer, Fundoscope, retinoscope, direct and indirect ophthalmoscope, Vitrectomy apparatus in Ophthalmology.
- **Dermatology:** Cosmetic surgery with facility of dermabrasion, derma peeling & grafting and photo therapy, **YAG-Laser**, micro needling radio frz, micro dermal abrasion and hair removal LASER.
- **Psychiatry:** Advanced psychiatric OP and IP facility with ECT and EEG facility and De-addiction centre, Counselling Centre.
- **Blood bank:** The blood bank of the hospital, licensed for collection, storage and issue of blood is run by a qualified and competent blood bank officer under the department of Pathology, has all the modern equipments required for collection, testing, storage and separation of components such as cryoprecipitate bath, platelet incubator, ultralow freezer, plasma extractor etc.

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

4.2.2

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

Response:

Over the past five years, the teaching hospital has experienced a notable evolution in student intake, transitioning from **150 MBBS** students between 2018 and **2021** to **250 MBBS** students from **2022** onwards, alongside postgraduate, Allied Health Sciences (AHS), and nursing students. This shift has necessitated a thorough evaluation of the adequacy of outpatient (OP) and inpatient (IP) services, drawing insights from the **Hospital Information Management System (HIMS)** or **Electronic Medical Records (EMR)**. The inclusion of specific OP and IP data from each year provides a quantitative perspective on the hospital's performance.

Outpatient Services

In 2018, the hospital recorded **491,825** outpatient visits, a figure that decreased slightly to **490,685** in 2019. However, the year 2020 witnessed a more substantial decline to **354,003** outpatient visits, likely influenced by external factors such as the global pandemic. The subsequent year, 2021, saw a moderate rebound with **422,418** outpatient visits. In 2022, there was a significant surge to **652,719** outpatient visits, mirroring the increase in MBBS students and underscoring the hospital's ability to adapt outpatient services to meet growing demands.

Student Training:

The rise in outpatient visits, particularly from 2022 onwards, aligns with the hospital's commitment to providing enhanced training opportunities. The HIMS/EMR captures data on the number of cases observed, procedures assisted, and patient interactions during outpatient visits. The increase in MBBS students, postgraduates, AHS, and nursing students correlates with a proportional rise in educational exposure, emphasizing the hospital's dedication to practical training experiences in outpatient setting.

Program Impact:

The adequacy of outpatient services has direct implications for educational programs. The data indicates a correlation between the surge in outpatient visits and the expansion of clerkships and rotations, particularly from 2022 onwards. This alignment underscores the hospital's adaptability and commitment

to offering a comprehensive learning environment, ensuring that educational programs remain relevant and effective

Inpatient service

Bed occupancy and throughput:

In 2018, the hospital managed **35,799** inpatient admissions, a figure that decreased to **32,777** in 2019. The year 2020 experienced a further decline to **22,417** inpatient admissions, likely influenced by pandemic-related factors. However, 2021 saw a moderate rebound with **27,825** inpatient admissions. In 2022, the hospital accommodated **36,390** inpatient admissions, reflecting a noteworthy increase in line with the augmented student population.

Inpatient Training and Clinical Exposure:

Inpatient services, serving as a critical platform for hands-on training, have witnessed a proportional increase in student involvement. The HIMS/EMR captures data on various aspects of student training, including procedures performed, interdisciplinary collaboration, and patient outcomes. The surge in student numbers from 2022 onwards aligns with a proportional rise in training opportunities within inpatient settings, indicating the hospital's proactive stance in adapting clinical education to evolving needs.

Program Offerings

The adequacy of inpatient services directly impacts the success of residency programs and specialized training initiatives. The data demonstrates a correlation between the hospital's responsiveness to increased healthcare demands and the introduction of new programs or the expansion of existing ones. This adaptability ensures that educational programs remain relevant and effective in preparing students for challenges of modern health care practice.

Integration of HIMS/EMR

Data Accuracy and Accessibility

The HIMS/EMR system ensures the accuracy and accessibility of patient information, forming a reliable foundation for evaluating service adequacy. The real-time updates enable healthcare professionals and educators to access current and historical data, fostering a comprehensive understanding of trends and patterns. The integration of HIMS/EMR becomes particularly crucial in managing the evolving dynamics of student intake and healthcare demands.

Quality improvement initiatives

HIMS/EMR empowers the teaching hospital to implement targeted quality improvement initiatives. By continuously monitoring patient outcomes, adverse events, and adherence to protocols, the hospital can proactively address areas requiring enhancement. This commitment to quality improvement reinforces the adequacy of services and aligns with the hospital educational mission. The system provides a wealth of anonymized patient data for analysis, facilitating evidence-based decision-making. This research capability ensures that the hospital remains at the forefront of medical knowledge, adapting services to

emerging healthcare trends, and maintaining the relevance and adequacy of educational programs. In conclusion, the teaching hospital's adequacy of outpatient and inpatient services over the last five years is intricately tied to the changing landscape of student intake. The incorporation of the above mentioned technology has played a pivotal role in evaluating and adapting services to meet the demands of an increased student population. The hospital commitment to aligning program offerings, optimizing bed utilization, and fostering a rich educational environment underscores its adaptability and dedication to providing quality healthcare education. The integration of specific OP and IP data provides a quantitative lens to the hospital's performance, emphasizing its ability to navigate the intersection of increased student numbers and healthcare demands. As the institution continues on this trajectory, the ongoing utilization of information and record maintenance electronically will be paramount in ensuring the sustained adequacy of services and educational programs.

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

4.2.3

Availability of infrastructure for community based learning

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

Response: All of the above

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

4.2.4

Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: B. Any Four of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Adichunchanagiri University Libraries provide the best of learning resources and opportunities to

students and teachers with the latest knowledge through their library resources. Libraries cater to both **physical and virtual access of the resources** to the users through digital platforms. There are **6** Libraries in different domains across the campus in BG Nagara.

- ACU Learning Resource Centre (Central Library)
- Faculty of Pharmacy Library
- Faculty of Nursing Library
- Faculty of Engineering, Management & Technology Library
- Faculty of Humanities and Social Sciences Library

Learning Resource Centre” is the Central Library of the university to fulfill the needs of both the faculty and the students of the university. LRC stretching over **5057** square meters area, **centrally air-conditioned** and well-furnished for the readers. The library has a **Wi-Fi facility** to browse and access the resources in any part of the premises. There is a separate **audio-visual room**, and **digital library** with **90** computers having adequate internet connectivity for navigating the resource. For all libraries, a central server facility has been established at Learning Resource Center (**LRC**) and manages the metadata of resources and hosting the services across the campus.

Faculty of Engineering, Management and Technology has its own Library having of **31,124** collections. Digital Library has **30** computers having internet connectivity for navigating to support self-learning activities. The library had **20,000** videos of different streams in engineering.

The Digital Library of Faculty of Pharmacy has **38** systems in the **LAN** environment and stakeholders can access the resources. Faculty of Nursing, Faculty of Humanities and Social sciences have also their own libraries; necessary infrastructural facilities have been developed and housing domain specific reading materials for their clientele.

All Libraries have fully automated using the **KOHA: Integrated Library Management System**. **KOHA** is an open-access **ILMS** with comprehensive functionality including basic and advanced search options. All types of work involved in the library such as administration, acquisition of books and journals, cataloguing, searching, serial control, patron registration and management, barcode and spine label generation, **OPAC**, circulation, bibliography compilation, hold and reserves, various types of report generation, tools, etc. **KOHA** is built using library standards and protocols such as **MARC 21**, **UNIMARC**, **z39.50**, etc. ensuring interoperability between Koha and other systems and technologies while supporting existing workflows and tools. The best feature of **OPAC (Online Public Access Catalog)** an automated and computerized library catalogue available to students and faculty members with minimum intervention from any corner of the world.

Prior to **2020**, 4 libraries namely Learning Resource Centre (ACU), Faculty of Nursing (ACN) library, Faculty of Engineering, Management & Technology (BGSIT) and Faculty of Humanities and Social Sciences (BGSCE) were using **NewGenLib Automation Software** and the Faculty of Pharmacy (SACCP) library was using **Library Manager Software**. To bring uniformity in the usage of ICT and its process among the libraries, **KOHA ILMS (version 19.11)** was implemented for all libraries in **2020** and completed the automation in **2021**.

File Description	Document
Any additional information	View Document
Link to Geotagged photos	View Document
Link for additional information	View Document

4.3.2

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

Response:

ACU Libraries have a rich collection of information resources in the areas of Medical Sciences, Pharmaceutical Sciences, Nursing Sciences, Allied Health Sciences, Technical/Engineering and Management, Humanities and Natural Sciences.

Libraries have a varied collection of print textbooks, reference volumes/books, thesis/projects, and reports in diverse fields. These libraries house a large collection of books totalling **87,978** to till date out of which **16,654 books** were acquired during the period 2018-23. CDs and audio-visual materials are also available in the libraries. More than **250 National and International journals** are being subscribed every year.

SL. No.	Year	Number of Titles added	Number of textbooks added	Number of reference books	Total Number of Volumes
1	2018-2019	627	2037	708	2745
2	2019-2020	770	2129	640	2769
3	2020-2021	1335	5437	469	5906
4	2021-2022	428	1066	460	1526
5	2022-2023	784	3297	411	3708
6	Total	3944	13966	2688	16654

The libraries have **202** computers having adequate internet and Wi-Fi facility for navigating the resources. University has subscribed to discipline-specific databases like **ProQuest: Health Research Premium collection** - An Aggregator (1946 - current) comprising (**5,556 e-Journals**), Ebook Central? and **MEDLINE** to get updated about latest development in the biomedical sciences. **Inventi** journals and **MicroMedex** database are being subscribed for the Pharmaceutical Sciences paternity. In addition, Reports from the **World Health Organisation** and **ICMR** literature are currently available in the Learning Resource Centre of the university. For engineering community, **192 IEEE** journals are subscribed through **EBSCO** International Inc.

Vast electronic resources are available in the **National Digital Library** Repository and the **World**

eBook collections for users to access information relating to **traditional systems of Medicine**, Engineering, Social Sciences and Humanities, natural sciences, and specialty-related electronic resources, etc. Databases subscribed through **DELNET** consortia are a boon to electronic resources relating to every specialty. The university has a member institution for the **Shodhganga repository** maintained by **INFLIBNET** which contains the research outputs (Theses and Dissertations) of the Indian scholarly community. The LRC has initiated the **Research Management System** (<https://acu.irins.org>) and maintained it to showcase the research productivity of the constituent units of ACU.

Online Public Access Catalogue (OPAC) of open access books, journals and several useful resources such as **NCBI, PubMed, BMC, WHO**, etc. available on the Internet have been identified and links given for the library portal to get access to the resources. The **ancient books, manuscripts, digitalized traditional manuscripts**, Discipline-specific learning resources from **ancient Indian languages** and special reports on **traditional systems of medicine** can be accessed through **National Library of Medicine, NDLI, Rare Book Society of India, Indira Gandhi National Centre for the Arts, Asiatic Society of India**, etc. There is a National Manuscript Mission that provides the details of ancient books (**Palm Leaf**).

The Institutional repository called **ACU-Jnana Khanaja** using **DSpace** open-source repository software is accessible globally. Project reports, theses, dissertations, faculty and student publications and faculty-developed lectures can easily be accessible at <http://103.42.75.165:8080/jspui/>

File Description	Document
Any additional information	View Document
Links for library acquisition data	View Document
Link for additional information	View Document

4.3.3

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

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

Response: Any four of the above

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

4.3.4

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

Response: 88.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	73	79	94	89

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

4.3.5**E-content resources used by teachers:****1. NMEICT / NPTEL****2. other MOOCs platforms****3.SWAYAM****4. Institutional LMS****5. e-PG-Pathshala****Response:** Any Two of the above

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

4.4 IT Infrastructure**4.4.1****Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)****Response:** 100

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

Response: 146

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

Response: 146

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Consolidated list duly certified by the Head of the institution.	View Document

4.4.2

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

Response:

University embraces state-of-the-art IT facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the college frequently updates its IT facilities across the campus including classrooms, Laboratories, seminar hall, auditorium.

- The University has a total of **1212** high configuration computers (i7, i5 and i3) with extensive Local Area Network connectivity.
- Computer students ratio of the university is **4:1 (4974:1212)**
- Utilization of peripherals like printers, scanners, photocopiers made effective by connecting through LAN/Wi-Fi network.
- ACU had dedicated **1350 Mbps(1.3 Gbps)** leased line internet connection from the Prisac Aviation Technologies Private Limited. Recently it has been enhanced to **2000Mbps(2Gbps)** from Infinix Private Limited.
- Utmost importance is given to security in the university, all the computers and electronic equipment's or gadgets have secured internet connection facilities through 10 Sophos Firewalls.
- There are **86** class rooms, all the classrooms are provided with LCD Projector equipped with a laptop or a System to facilitate the ICT enabled teaching-learning process.
- The classrooms also have access to either the LAN facility or Wi-Fi facility so as to provide campus-wide access.
- There are more than **400** WiFi access points in the university campus, all the students and faculty are given login ID & password for utilization of authentic internet facilities of the University.
- There are **750** CCTV cameras with one month data storage to monitor the campus activities and for provision of security.
- Staff members and students can access the internet through their mobile phone, tablet, and laptop in the College campus.
- The University libraries endowed with total of **202** systems. The Digital libraries have **130** computers with internet facilities along with audio-video aids that are utilized for online training programs, web-based learning programs, web-based workshops and webinars.
- Students in hostels are provided with 24*7 internet facilities with more than **200** Wi-Fi access points routing and they are free to access online learning programs.
- A total of **90** computers have been allocated in the hospital service areas, which are used to access patient data, through the Hospital Information Management System (HIMS).
- There are **04** servers to provide dynamic service to the stakeholders of the university.

- The operation theatres are equipped with high end camera facilities and are well connected with network facilities that broadcast the live surgical procedures in the classrooms/ demo rooms.
- Customized **ERP** software (**dhi**) helps students and parents to monitor their attendance, marks and other academic activities.

The policies adopted for ensuring adequate IT infrastructure and support:

- Need assessment for Replacement/Up Gradation/Addition to the existing infrastructure is carried out by the IT section on requests from the Heads of the departments/Institutions.
- Training programs are conducted for staff and students to familiarize them with the use of computers, peripheral devices and software.
- The University website is maintained and updated regularly by the University IT Team.
- Automation of the entire university is undertaken which covers various modules like admission, faculty management, student management, hostel management, online payment systems, examinations and hospital management system etc.

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

4.4.3

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any additional information	View Document
Annual subscription bill / receipt	View Document
Link for additional information	View Document

4.4.4

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

Response:

Adichunchanagiri University has adequate facilities for e-content development, it comprises

- **Media Centre**
- **Audio Visual Centre**
- **Lecture Capturing System(LCS)**

University's Media Centre's for Content Creation:

- Promoting technology and digitalization in education has been at the core of the university's teaching and learning processes
- Adichunchanagiri University has established state of the art infrastructure and resources through media centers.
- There are five media centers in the university; each center comprises video capturing, editing, audio mixing and basic animation facility.
- With this facility in place, the University is in a position to develop e-content and promote e-learning through online platform.
- The Media centre is driven by a team of experts and skilled technicians who can handle the software and hardware with dexterity.
- Our media center is fully equipped to create any form of audio-visual content at our own convenience in order to keep up with the constant flow of information and updates in today's networked world.
- The platform also enables students and faculty members for collaborative learning by sharing content.

Audio visual centre

- Audio visual recording facilities are available in all the class rooms, seminar halls, conference rooms, council rooms, auditorium etc.
- The University is in possession of different types of PA systems, speakers, amplifiers, lighting systems, projection systems etc.
- The Institution has facilities to live stream media content and events like convocation, cultural and sports on social media.
- The University has exclusive dynamic website developed on WordPress platform and social media pages for Facebook, YouTube, Instagram, twitter etc.
- During the Covid19 pandemic, institution has trained and supported all the faculty for conducting online lectures and webinars.
- Various online teaching platforms like Microsoft Teams, Zoom, Google meet, Google classroom, Cisco Webex etc. were used. The Institution has subscribed to licensed version of Microsoft Teams to facilitate online teaching.

Lecture Capturing System(LCS)

- Lecture Capturing facilities are available in the class rooms, seminar halls, conference rooms of the university.
- Lecture capture facility allows instructors to record or capture their lectures and make them available online.
- ACU has introduced the lecture Capturing system in the teaching-learning process to create a 24*7 learning environment.
- It allows to have a video lecture bank for the reference it inculcate blended and flipped learning methodologies.

Equipments and Facilities Details

S.no	Equipment	Description
1	Camera	Canon DSLR Camera EOS 200 DII + Lens 5 No's
2	Collar Mic	Ahuja AWM 700UL
3	Cordless Mic	Ahuja 700UH
4	Audio Recording Device	Ahuja ADP 30R
5	Speakers	30 watt Speakers 2 Number
6	Amplifier	80 Watt Amplifier
7	IFPD	Interactive Flat Panel Display
8	LED Lights	Cool light 1000 D white LED Light with Clamp
9	Cable and connectors	Cable & connector
10	Systems	Editing & Graphics Systems

File Description	Document
Any additional information	View Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document
Link for additional information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 12.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
1415	1071	751	944	933

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

4.5.2

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

Response:

University has an effective system & process for maintenance of physical & academic support facilities.

- Constituent Institutes have a separate maintenance in charge who co-ordinates with the central department for repairs and upgradations.
- Every department in the Institution maintains stock register and maintenance register for the upkeep and regular servicing of equipment.
- All the materials needed for cleaning and maintenance are provided by the Institution for every department by means of Indent system.
- Supervisors are appointed for all the identified areas to maintain cleanliness and hygiene.
- Maintenance of the campus is also monitored through surveillance cameras.

Equipments:

Annual Maintenance Contracts with authorized agencies are signed for the maintenance of big equipment like CT scans, MRIs, OPGs, photocopiers, printers, generators, air conditioners, and water Purifiers etc., and Calibrations of equipment are carried out regularly. Maintenance of all medical equipment in the hospital and institutes are taken care of by the Bio-Medical Department.

Library maintenance:

Chief Librarian and their staff take care of:

- Shelving and re-shelving;
- Keeping books and materials with cleanliness in shelves and stack Rooms
- Supervising the collections
- Conservation and preservation of materials including repairs and binding
- Stocktaking and weeding;
- Security of library material
- Periodic cleaning and pest control as per schedule.

ICT facilities:

ACU has **1212** number of computers with internet connections. Centralized IT facilities and manpower is provided in the campus. All the required software's are distributed in all the locations like office, laboratories, library, departments etc. ICT related facilities are maintained by the technically skilled experts. Various policies available are IT infrastructure use policy, Hardware and software procurement policy, IT security policy, E-mail account use policy, Website use etc.

Sports:

The Director of Physical Education supervises the sports amenities, sports equipment, fitness equipment, and ground on regular basis for indoor and outdoor games. The gym and other equipment servicing are taken up as and when required under the supervision of the Director of Physical Education.

Classrooms and other academic facilities:

Every classroom, staffroom, seminar halls, clinics etc. have supporting staff for upkeep and monitoring of the infrastructure.

Laboratories:

Qualified Lab technicians are appointed in all the laboratories for maintenance and effective functioning of the equipments and infrastructure.

Electrical maintenance:

A team of **15** electricians supervised by one electrical engineer maintains 24x7 functionality, to take care of all issues related to transformer guard, electrical panels, DG sets, UP Systems, Air Conditioning systems, solar power plant, and general power facilities like fans, switches etc.

Campus maintenance services:

ACU Horticulture department supervises campus embellishment.

- The team ensures proper functioning of the **sprinkler system**, pruning and **watering of plants**, and looks after the overall maintenance of the lush green campus.
- The **pedestrian pathways** and roads are kept clean and trash is collected as per day wise schedules.

Transportation:

ACU has vehicles including **16** buses, **6** Ambulances, **4** cars, **1** Tractor, **1** water tanker, **2** Tempo traveller, **1** Van and **2** EV BUGI Vehicle for whose regular maintenance is taken up by the Transport department.

File Description	Document
Links for minutes of the meetings of the Maintenance Committee.	View Document
Links for log book or other records regarding maintenance works.	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 52.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
3488	4419	372	1697	1503

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	View Document
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	View Document
Institutional data in prescribed format	View Document
Copies of sanction letters from the University / non-government schemes	View Document
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.2

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

1. Soft skills development

2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to institutional website	View Document

5.1.3

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

Response: 61.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
3923	3682	1881	2072	1717

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

5.1.4

The institution has an active international student cell

Response:

- Adichunchanagiri University (ACU) has established a healthy **International Student Cell (ISC)** with a comprehensive framework for managing the integration of students from diverse countries into the institution. The ISC is comprised of a Chairperson, Member Secretary, and other designated members, actively overseeing and participating in the assimilation of international students. This cell plays a pivotal role in facilitating the application, documentation, and certification process for students applying for externships at Medical Institutions/Universities outside India.
- ACU's Admission Office issues letters to admitted international students for obtaining Student Visas from the Indian Embassy/Consulate. Furthermore, the ISC coordinates with relevant ministries such as **Ministry of Health & Family Welfare (MOHFW)**, Ministry of Human Resource Development (MHRD), and Ministry of External Affairs (MEA) to secure the 'No Objection Certificate' (NOC) for foreign/NRI students pursuing higher education at ACU.
- **Established in June 2021**, the ISC conducted an orientation program, facilitating a seamless transition for International students by addressing both academic and social aspects of university life. The ISC maintains regular communication with global universities to foster academic and research cooperation.
- ACU offers International students a productive environment for academic excellence, supported by experienced faculty, state-of-the-art infrastructure, and a patient-friendly healthcare team. The ISC plays a crucial role in mentoring international students, aiding them in the application process, and addressing linguistic and cultural barriers.
- The ISC is mandated to convene twice a year with a focused agenda, organizing seminars and encouraging participation in campus-wide co-curricular activities. The cell also facilitates detailed evaluations from students, providing feedback on campus amenities, host departments, institutions, and hospitality.
- ACU extends language facilities to assist foreign students in improving their proficiency in Hindi (national language) and Kannada (local language). The ISC promotes genuine globalization attitudes by encouraging on-campus integration with international students.

- ACU's ISC significantly impact its outcomes, contributing to an enhanced experience for international students, fostering cross-cultural understanding, and making a positive contribution to the larger educational community. The active ISC enables the exchange of ideas, cultures, and traditions among ACU students, creating a positive environment. Additionally, the cell provides guidance on job opportunities and internships for students seeking employment.

File Description	Document
Any additional information	View Document
Links for international students' cell	View Document
Link for additional information	View Document

5.1.5

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil

Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)**Response:** 93.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	69	20	15	05

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	70	21	16	06

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

5.2.2**Average percentage of placement /self employed professional services of graduating students during the last five years****Response:** 73.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
728	754	717	643	494

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

5.2.3

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

Response: 27.03

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

Response: 253

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years

Response: 270

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
76	69	33	37	55

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters and certificates.	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare

Response:

Student Affairs & Services (SAS)

- Adichunchanagiri University recognizes the holistic development of students beyond academics, fostering a vibrant student body through the Student Affairs & Services (SAS). Comprising democratically elected members, including a **President, Vice Presidents, General Secretaries, Member Secretaries, and a Treasurer**, SAC operates with sub-committees to plan, organize, and execute diverse extracurricular and co-curricular events. This unique structure promotes collaboration and ensures the success of activities that contribute to students' social and life skills development.
- SAS is the ACU's primary student programming board, responsible for organizing accessible social, cultural, and educational events. The overarching goal is to enrich the campus experience, empowering students to develop both professionally and socially within a collaborative team environment.
- SAS serves as a platform for students to develop leadership, managerial skills, and collaboration through idea sharing and presentations. The institution offers optional clubs, divided into cultural, literary, fine arts, and innovators groups, providing students with opportunities to connect with like-minded individuals and experts. These clubs serve as valuable sources of knowledge and transfer lessons from one batch to the next, contributing to a dynamic campus environment.
- A meticulously managed activity calendar by SAS includes both training activities and club events, resulting in a diverse and engaging campus experience. The council believes in a holistic and inclusive university environment, extending beyond academic experiences and involving representation, advocacy, collaboration, and support.
- SAC acts as the representative of the student body, articulating their concerns, aspirations, and needs to the administration. They actively participate in discussions regarding policy and

curriculum development, advocating for student interests and fostering a dynamic and responsive academic environment. Serving as a mediator between students and the administration, **SAS handles academic complaints and introduces support programs**, mental health awareness campaigns, and study resources to prioritize student well-being.

- Collaboration between students, faculty, and departments is fostered through department-specific events, workshops, and forums. This collaborative approach recognizes the unique needs of different disciplines, leading to a more harmonious and enriching academic experience.
- SAS plays an active role in fostering a dynamic academic environment by arranging seminars, conferences, and panel discussions featuring experts in various fields. These events provide real-world insights that supplement classroom instruction, enhancing the overall educational experience. The council also acknowledges and celebrates academic achievements through awards, scholarships, and recognition programs, further promoting academic excellence.
- SAS commitment to creating a supportive, inclusive, and intellectually stimulating community profoundly influences the holistic development of students within the ACU. Overall, SAS's contributions are important for the well-being and success of students at ACU.

File Description	Document
Any additional information	View Document
Links for Student Council activities	View Document
Link for additional information	View Document

5.3.3

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	64	22	31	39

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	View Document
Institutional data in prescribed format	View Document
Event photograph if available (random selection with titles and date(s) of the events marked)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Adichunchanagiri University boasts an active Alumni Association, officially registered under the **Karnataka Societies Registration Act 1960 (Registration No. DRMD/SOR/82/2023-2024, dated 19.09.2023)**. With **2856 alumni enrolled till date**, each constituent division of the university hosts a chapter of the Alumni Association. The association is dedicated to fostering a sense of fraternity among alumni and contributing to the overall development of both the university and its students.

COMPOSITION OF ADICHUNCHANAGIRI ALUMNI ASSOCIATION (AAA):

Name of the Alumni	Designation
Ms. Aishwarya B M	President
Ms. Poornima C G	Vice-President
Ms. Bindhu K S	Vice-President
Ms. Rakshitha C M	Secretary
Arpitha H	Joint-Secretary
Keerthana V	Treasurer
Mr. Suhas N S	Executive Committee member
Mr. Shashank Sharma H	Executive Committee member
Mr. Chandan K	Executive Committee member

Highlights:

Over the past five years, the Alumni Association of Adichunchanagiri University has organized various activities, including interactive alumni sessions, guest lectures, and donation programs. Financial contributions amounting to **INR 1,03,88,436.00** have been donated by Alumni and along with endowment in terms of cash awards for toppers was distributed since last two years. The Alumni Association maintains transparency in fund allocation, ensuring funds are directed towards initiatives that contribute to the institution's growth.

The donation of **1,101** books by alumni enriches each institution's as well as university's library resources, benefiting students across various disciplines. Alumni of our University also assist in the admission process by referring few students to their respective institutions. Regular interactions and networking events organized by the association create opportunities for students to connect with alumni in their respective fields. Alumni of our university also facilitate internships for students, ensuring practical exposure and skill development along with the placement activities.

The donation of **1,101** books by alumni enriches each institution's as well as university's library resources, benefiting students across various disciplines. Alumni of our University also assist in the admission process by referring few students to their respective institutions. Regular interactions and networking events organized by the association create opportunities for students to connect with alumni in their respective fields. Alumni of our university also facilitate internships for students, ensuring practical exposure and skill development along with the placement activities.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Links for quantum of financial contribution	View Document
Link for details of Alumni Association activities	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Link for additional information	View Document

5.4.2

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

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

Response: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At its core, Adichunchanagiri university is committed to nurturing a culture of excellence, innovation, and collaboration among all its stakeholders. The Vision and mission statement of the University is based on the core ideology and objectives of the University which states as follows:

Vision:

- Education for all with Value Systems of Empathy, Enrichment, Equity, Excellence, Empowerment, Entrepreneurship & Enlightenment to Serve the Society.

Mission:

- **Education** to all for Self-Reliance, Socio-Economic Change to develop an Inclusive Society with Shared Opportunities & Responsibilities
- **Empathy** towards the Less Fortunate, the Sick, the Suffering & the Disabled
- **Enrichment** to acquire Abundant Knowledge, Requisite Skills & Appropriate Attitude
- **Excellence** for Quality Assurance, Enhancement & Sustenance in Academics & Research to produce Graduates of Global Standards
- **Equity** for Fairness & Social Justice by providing Equal Opportunities
- **Empowerment** of Graduates to become Intuitive, Innovative & Inventive
- **Enlightenment** to attain Wisdom & Virtues in Life to think beyond Self
- **Entrepreneurship** is a concept or idea involving the product or service to be delivered, or a new technology to be developed

Organizational Structure and Leadership Commitment:

The university's leadership stands out for its unwavering dedication to fostering a culture of excellence, innovation, and collaboration. At the heart of this commitment is a clear and well-defined organizational structure that seamlessly aligns with the university's vision and mission. This structure serves as the backbone for effective decision-making and the pursuit of excellence in all aspects of the university.

- The governance structure is well defined in the Statutes of the University for the smooth functioning of the University so that it can have the operational effectiveness and strategies developed in tune with the Vision and Mission of the University.
- The Vice Chancellor and Registrar are Chief Executives of the University and exercises general superintendence and control over the affairs of the University and executes the decisions of various authorities of the University.
- The University has adopted bicameral system of governance where-in the Academic Council is

vested with the responsibilities relating to academic affairs while the Board of Management deals primarily with the executive and administrative affairs of the University.

- The university has a well-defined organizational structure in which powers and responsibilities are well defined, with operational autonomy to give desired results.
- In all decision-making bodies of the University, representation and participation of Directors/Principal are ensured.
- This process of decentralization results in participation of faculty and non-teaching staff in the decision-making process in the University.
- It brings faster decision-making accountability and transparency in university operations.

Vision and Mission Impact:

The university's commitment to its vision and mission is not merely rhetoric; it translates into tangible outcomes that leave a lasting impact. Through its education for all with core values of empathy, enrichment, equity, excellence, empowerment, entrepreneurship, and enlightenment, the university is contributing to the creation of a more inclusive and just society.

File Description	Document
Any additional information	View Document
Link for vision and mission documents approved by the Statutory Bodies	View Document
Link for additional information	View Document
Link for report of achievements which led to Institutional excellence	View Document

6.1.2

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

Response:

The commitment of Adichunchangiri University towards decentralization and participative management shines through in its practices, as key principles for sustainable growth and development.

Decentralization and participative management are hallmark of Adichunchanagiri University. This not only helps the University to move towards realization of its goals but also develop and empower the employees by taking decisions on strategic issues of the University. The University gives all stake holders; students, faculty members, non-teaching staff and administrative staff, opportunities to contribute to the growth of the University as well as to realize their true potential. The University has a decentralized model of administration. The formation of numerous committees, appointment of coordinators, right from the office of the HoDs to the office of the Principals, Deans and Registrar, ensure that all stake holders get ample opportunity to display their administrative acumen and smoothen

academic processes.

The Hierarchy of leadership at university is as follows:

- 1.Chancellor
- 2.Vice Chancellor
- 3.Registrar
- 4.Dean of Faculty
- 5.Director/Principal
- 6.Controller of Examinations
- 7.Finance Officer
- 8.And such other officers of the University as may be required

The University, being a well envisioned Institution, has coordinators at Department/College level who govern various activities like academic matters, research activities, running various students' clubs, organizing conferences, seminars, symposiums, workshops, guest lectures, conducting labs, field visits and wardenship. All these activities are steered and guided by Principals/HoDs, and Deans and supported by the administrative staff, ensuring absolute autonomy at the same time.

In the matter of finances involved, the University has the best practices of accrual-based accounting in place, ensuring excellent and transparent financial administration. Faculty members who are motivated and invited to associate themselves with administrative office, ranging from, academics, research, international collaborations, internships, training and placements, sports, alumni relations, e-cell, incubation centre etc. and add to their experience. The philosophy behind this approach is to create a sense of belongingness amongst the University employees and strengthen one's skills for assuming bigger responsibilities in future.

The administrative structure of the University ensures efficacy and adds strength to effort of its employees. All stake holders including faculty and non- teaching administrative staff can vouch for its effective administration. The University is a dynamic and vibrant Institution which ensures effective feedback for all academic and administrative processes and always look for innovative ideas to promote the well-being of its students and faculty.

Case Study:

Adichunchanagiri University has embraced a transformative strategy, imparting financial autonomy to diverse administrative bodies, thereby promoting decentralized and participative management. This visionary approach enables constituent colleges within the university to independently manage their financial resources. Beyond merely decentralizing fiscal decisions, this initiative fosters participative governance. In essence, Adichunchanagiri University's move toward financial autonomy is symbolic of its commitment to efficient, modern management practices that aim to boost accountability, flexibility, and responsiveness across the institution.

- 1.Dean/Principal: Rs. 50,000**
- 2.Registrar: up to Rs. 1,00,000**
- 3.Vice Chancellor: Rs. up to 5,00,000**
- 4.Chancellor: Beyond Rs. 5,00,000**

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

Methodology adopted in drafting the Strategic plan

- Adichunchanagiri University soon after establishment in January 2018 started to adopt a Strategic Plan for the first five years.
- The process was initiated through the ACU Academic & Administrative Committee. The Committee meets monthly once regularly. The committee deliberated and drafted the Five year Vision (2018-2023) Plan for the University. The draft was placed before the **Planning, Monitoring & Evaluation Board (PMEB)**. The matter was discussed and deliberated at two different meetings of the Planning board and was recommended with few additions with respect to the research part. The Strategic plan was then placed before the Board of Management and also Board of Governors for consideration and approval.
- The Board of Management and Board of Governors approved the Vision Plan (strategic plan) of the University and recommended for implementation.

Deployment

- University adopted measures to implement the objectives of the Vision Plan in a phased manner. University constituted various committees for effective implementation of strategic plans.
- University established Institutional Quality Assurance Cell at the university level and coordinators at college level to implement quality policies in academics and administration.
- University established the **Center for Research Management & Industrial Linkage (CORMIL)** and **Center for Management in Pharmaceutical Analysis & Therapeutics (CMPAT)** for providing boost for research growth and extension activities with industrial linkages.
- University constituted ACU School of Faculty Development & Professional Empowerment to provide faculty with adequate and advanced training in teaching methodologies. This center provides and aims to empower faculty with the latest tools in teaching methodologies for effective teaching.
- **University instituted NSS units across all the faculty** to empower students with social skills and extend university objectives of fulfilling institute social responsibilities and also to fulfill national health missions.

Monitoring:

- University through its Academic & Administrative Committee continuously monitored the progress made in implementing the objectives of Strategic plan. University conducts meetings on the third Thursday of every month to monitor the progress of all activities. Constituent colleges also conduct monthly College Council Meeting to review the progress made in implementing the objectives of the strategic plan. Weekly meetings of individual departments provide feedback to the college council meetings.
- The IQAC cell at the university meets regularly to check for the progress made at college level.

Assessment:

- University conducts an audit every year to assess the progress made in each and every outside colleges to assess the infrastructure, teaching/learning-assessment methods and human resources available at each college. The report submitted by the LAC will be placed before the Academic Council and Board of Management for review.
- Apart from these University conducts regular Academic & Administrative Audit from a committee constituting external members.

File Description	Document
Link for Strategic Plan document	View Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	View Document

6.2.2

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

Response:

Board of Management: The Board of management shall consist of the following, namely

- The Vice Chancellor
- The Pro-Vice Chancellor
- The Registrar
- Two nominees of the Sponsoring Body
- Two Deans of the schools as nominated by the Chancellor
- The Registrar Evaluation

The board of management shall be executive body of the university. The powers and functions of the board of Management shall be such as may be specified by the statutes. All the meetings of the Boards of Management, shall always be chaired by the Vice Chancellor and in the Absence of Vice Chancellor, by the nominee of the sponsoring body and where the sponsoring body has not nominated any nominees, then by any other member as elected by the members present in the meeting. In the event of conflict of opinion at a meeting of Board of Management, the issue shall be referred to the chancellor and the decision of the Chancellor in respect of such issue shall be final and binding on the university.

The Academic Council: The Academic Council shall be the principal academic body of the University and shall, subject to the provisions of this Act, the Statutes, Regulations and the Rules, co-ordinate and exercise general supervision over the academic policies of the Universities.

The Finance Committee: The Finance Committee shall be the principal financial body of the University to take financial matters and shall, subject to provisions of this Act, rules and statutes, undertaken Co-ordination exercise, general supervisions over the financial matters of the University.

The Planning, Monitoring and Evaluation Board: The Planning, Monitoring and Evaluation Board is consisting of the following members under the Chairmanship of the Hon'ble Vice-Chancellor to plan the Academic courses, Research programs, Inter-disciplinary activities, interaction with outside agencies for training, extension and research and to monitor from time to time the implementation of programs and activities formulated by it.

Institution Innovation Council: ACU constituted a core committee to facilitate, motivate and nurture the respective faculty and students in generating novel ideas though various brainstorming sessions to establishing idea into innovation. This committee also deliberated in protecting the innovation rights intellectually, financially and hand holding the innovator till he/she establishes completely.

Policy Framework: The comprehensive institutional entities reflects ACU efficacy and efficiency. This comprises clear and up-to-date policies that guide the organization's activities and ensure clarity and adherence to established norms. (ACU Service Rule: <https://acu.edu.in/naac/naac/Criterion-6/6.2/6.2.2/4.%20SERVICE%20RULES-6.pdf>)

Administrative Structure: A well-organized administrative structure demonstrates the institutional entities' effectiveness. To support seamless functioning and decision-making, clear hierarchies, defined roles and duties, and efficient communication routes are in place.

Appointment and Service Rules: The transparency and merit-based mechanisms for appointments and adherence to service rules demonstrate the success. The fair and consistent use of these principles guarantees that workers are appointed based on credentials and experience, which contributes to the institution's overall efficiency.

Documentation and Reporting: Comprehensive documentation and reporting procedures reflect the efficacy and efficiency of institutional entities. Regular and accurate reporting keeps stakeholders informed and allows for performance evaluations and continuous improvement activities inside the University.

File Description	Document
Link for organogram of the University	View Document
Link for minutes of meetings of various Bodies and Committees	View Document
Link for Annual Report of the preceding academic year	View Document
Link for additional information	View Document

6.2.3

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

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

Response: All of the above

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

6.3 Faculty and Staff Empowerment Strategies

6.3.1

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

Response:

Purpose: Adichunchanagiri University is a state private university established by Karnataka State government through gazette notification and is a non-profit university offering high standard education to the poor and for students from rural background. University is set up at lush green campus spread over **67.3 acres** at a serene location at BG Nagara on national highway- 75. University offers multi-disciplinary Under-graduate and post-graduate courses in different fields of science.

Welfare measures for Teaching staff:

- Both the teaching and non-teaching faculties welfare initiatives are successfully implemented by the university. The ACU makes arrangements to take advantage of all facilities like, gratuity, pension, commutation of pension, maternity leave, medical facility, leave on overseas project or conference, health fund scheme, permission to attend FDP such as orientation programmes and refresher courses, short term courses, etc., for the career advancement and advancement of the teaching staff.

Finance and related support: Faculty members are given financial support to attend seminars, workshops, conferences, and training programs as well as to publish publications. The amount to be decided by the authority from time to time. Free transportation is available by the university that run to various locations in Bangalore, Mysore, Hassan, Mandya, and Tumkur. Staff members who require the same service can use the facility at a concessional cost.

Staff picnic: The university organizes a staff trip once a year for both teaching and non-teaching staff. The staff will have the chance to refresh and reenergize their bodies and minds during this vacation.

Staff Quarters: All the staff are provided with quarters (1bhk / 2bhk/3bhk) at a concessional rent along with free water and concessional electricity.

- Financial assistance for attending conferences. Staff are provided with financial support and assistance with attending international conferences overseas and presenting papers.

Recompense and prizes:

- Every year, the administration hosts a lunch on in honour of Teachers Day and gives gifts to every member of the teaching and non-teaching staff.
- Awards for the best performances given in honour of Women Day.

Leave related advantages

- Maternity leave for 6 months for women staff members, Sick leave based on the needs
- Fifteen Casual leave per year and two permits (of one hour) per month are allowed for faculty employees.

Physical resources

- The campus offers a comfortable working environment in the form of physical infrastructure.
- Specialized classes in yoga, meditation, and health and fitness.
- Faculty members also engage in sports like shuttle badminton and throwball on Saturdays when classes are off for the day.

Welfare Programs for Support / Non-teaching Staff:

- Employee Provident Fund (EPF) is available to our college & staff members as of the day they started working there.
- Every member non-teaching staff receives gifts at every year on the eve of Diwali, the administration gives new clothes and treats to the non-teaching personnel.
- Children of Non-Teaching Staff Are Free to Attend School. Free education is provided too non-teaching personnel so they can pursue higher education. Financial Assistance for Medical Treatment according to Need.

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

6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 64.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	211	258	168	221

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

6.3.3

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

Response: 65.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	66	62	62	67

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	View Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	View Document
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	View Document

6.3.4

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

Response: 72.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
370	267	224	265	223

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

6.3.5

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

Response:

Adichunchangiri University has a well-structured comprehensive Annual Performance Appraisal System in place, which provides the feedback on overall yearly performance in academic, and administrative areas. Separate appraisal system is implemented for both teaching and non teaching staff.

Self-appraisal review system:

Every faculty member has to fill their overall yearly performance. This system gives the details of what they had performed in the previous year from their own understanding and acts as a mirror in which they know how much they have performed in the relevant fields of activities.

The appraisal form is designed to have questions of all the fields which relates to the development of the faculty in the areas of academics, research, publications, recognitions, awards, other accolades, holding of important administrative posts etc.

In case of nonteaching staff members, points like their dedication to work, punctuality, their behavior towards their juniors and seniors, understanding of the work they perform and their attitude toward learning and better performance in future are included.

The filled appraisal forms are analyzed for the strength, weakness, **opportunities & challenges (SWOC)** by the Head of the Department who in turns verifies it and further fills up the other section which includes their assessment of the subordinates in terms of their performance in various parameters along with their remarks. The forms are then submitted to the Head of Institution.

The Head of the Institute gives his/her comment on the overall report of the individual and then sends it for further review by the Registrar and Vice Chancellor.

The marks are given on the basis of their performance and the feedback analysis. The final report of

performance of teaching and nonteaching staff members are recorded for the purpose of incentives, promotions and the salary increments.

Parameters considered for self-appraisal of teaching faculty:

- Academic Performance (Theory, Practical/Clinical classes conducted)
- Participation in Educational activities
- Research Projects
- Research Publications, Books/Chapters published
- Resource person for Workshop/ Seminar/ Symposium/ Continuous Educational Programs, Guest lecture delivered
- Faculty presentation at conferences
- Awards/ Achievement/ Medals received
- Additional administrative responsibilities performed
- Additional degree received or any special training undertaken

Parameters considered for self-appraisal of Non teaching faculty:

- Technical adequacy: Application, Punctuality, Sincerity towards work allotted, accuracy in work
- Relation with superiors, patients, colleagues
- Leadership quality
- Any additional work/ duties performed

File Description	Document
Any additional information	View Document
Link for performance appraisal policy of the institution	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Adichunchanagiri University has a comprehensive resources mobilization policy in place. Institution is self-financed, the sources of income are as follows:

- From Students Tuition fees, Examination fees Etc.
- Funds and grants received from Government and non-Government agencies
- Fund sponsors like industries and banks
- Fund assistance from Alumni Association

Financial resource mobilization policy:

The board of management of the institution and finance committee directs the concerned departments to plan the budget of the institution to ensure:

- Optimum utilization of institutional assets like land, building, procuring instruments, equipments, vehicles etc. Which already exist or under the process of acquisition
- Planning for providing quality health care services to the society
- Feasibility of starting new programs recruiting qualified faculty, improving quality of education
- Strategies are in place to improve curricular, co-curricular, extracurricular and infrastructural facilities for the students in the campus
- Strategies are in place to enhance in transport facilities for patients, students and staff.

Overall expenditure: Eighty percentages of the incomes received by the University shall be used for the purpose of the development of institutions and the remaining twenty was used to implement new curricular activities.

Optimum Utilization of Resources:

Institutional budgeting process: The finance advisor and officer plans the facilities, purchases for the upcoming year based on the requirements suggested by the board of management, Institutional authorities, head of Institution of all constituent institutions, co-coordinators of all the committees and department heads.

Centralized procurement policy: Central purchase committee of the Institution monitors and executes all the purchase of Institution required for infrastructural development.

- The committee approves the purchase of instruments and equipments, consumable items required in hospitals and research centers, stationary items etc.
- Requirements will be assessed, scrutinizing process of invited quotations, approval of the purchase is done based on the systems of tendering and rate contract as per ACU procurement policy established by the institution.
- with the above mobilization and utilization strategies, the institutes monitor the effective and efficient use of financial resources. The institute is substantially growing in all fronts without compromising on quality.

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

6.4.2**Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)****Response:** 1393

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

2022-23	2021-22	2020-21	2019-20	2018-19
772	455	0	71	95

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

6.4.3**Institution conducts internal and external financial audits regularly****Response:**

Adichunchanagiri University has a policy to conduct internal and external audits regularly in the areas concerning fiscal and administrative management to ensure that funds and resources are used in accordance with the appropriate methods. Both types of audits are essential for maintaining transparency, accountability and financial integrity in institutions.

Internal audit: The Finance advisor and officer of the university had a watch on the expenditure at

Adichunchanagiri University and constituent colleges. The financial transactions and statements of accounts were reviewed and monitored in the monthly meeting of academic and administrative committee. Works and purchase committee, finance committee, Board of Management and Board of Governors.

External Audit: External audits concentrate on verifying the accuracy of financial statements and ensuring compliance with accounting standards. The board of management/ Board of Governors are responsible for the appointment of an external auditor – **HVA**, Harish Vasanth Associates, Bangalore, and Karnataka.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment. In making risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC, or the Internal Quality Assurance Cell, is a crucial entity in educational institutions. Its primary purpose is to ensure and improve the overall quality of education and operations within the institution. This is achieved through continuous monitoring, compliance with accreditation standards, and promoting a quality culture. IQAC supports Institutional planning and development, enhances teaching and learning processes, and encourages research and innovation. It engages with various stakeholders, documents quality initiatives, and prepares for accreditation processes. Additionally, IQAC addresses challenges, promotes transparency, and fosters a culture of accountability. In essence, IQAC is a proactive force, collaborating with stakeholders to uphold and enhance the quality of education the institution provides.

Objective:

The Prime objective of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Strategies: IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- knowledge sharing and networking with other institutions in India and abroad.

Functions: Some of the functions expected of the IQAC are:

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution
- Dissemination of information on the various quality parameters of higher education
- Organization of workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes / activities leading to quality improvement

Composition of the IQAC: The composition of the IQAC is to be as as follows:

- Chairperson: Vice - Chancellor
- Administrative officers
- Three to eight teachers
- One or two members from the Management
- One/two nominees from local society
- One of the teachers as the coordinator of the IQAC from each constituent college.

Goals

- To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College
- To promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices

In accordance to NAAC responsibilities were given to various in charges criteria wise as follows:

1. Criteria 1: **Dr. Bharathi D R**
2. Criteria 2: **Dr. M.G. Shivaramu**
3. Criteria 3: **Dr. Prashantha. K**
4. Criteria 4: **Dr. B. K. Narendra**
5. Criteria 5: **Professor Rohit N R**
6. Criteria 6: **Dr. T.Y. Pasha**
7. Criteria 7: **Dr. A. T. Shivaramu**

Apart from the above said criteria in charges around 40 teaching staff was given as Key Indicator in charges.

A separate working room for NAAC was created with the name NAAC War Room, where all the facilities like printer, scanner, digital screen etc were provided and regular criteria wise meetings were conducted to know the updates of each and individual KI.

IQAC Initiatives for Quality Improvement

During the last 5 years the IQAC has contributed in the following initiatives:

- NAAC Accreditation
- NIRF Participation
- Timely submission of AISHE data
- MDRA-India Today Ranking
- Implemented the Choice Based Credit System (CBCS) in UG and PG Programmes
- Enacted the CO-PO mapping and attainment in all the programmes
- Developing the Mechanism for Slow Performer and Fast Learners for all the Faculties and has got the copyright of the developed mechanism.
- IQAC has transformed the manual input system of stakeholder's feedback into an online system
- Designed of Stakeholder's feedback forms and analysed the overall stakeholders feedback responses to develop action taken strategy duly passed by Academic Council
- Conducted the Internal and External Academic and Administrative Audit successfully
- All the faculty members have registered themselves on VIDWAN database and have individual VIDWAN ID.
- Regularly organize quality enhancement programs for students, teachers and non-teaching staff
- Reviewed all the amended policies of the University.
- Engaged in Green Campus Initiatives via conduction of Green Audit, Energy Audit.
- Enhanced the Industry – Institute Interaction to increase placements of our students.
- Established incubation centre – Adichunchanagiri Centre for Entrepreneurs.

Case Study 1 : Periodic assessment of attainment of POs

- At the end of every semester, IQAC analyses the attainment of COs, based on the analysis of results of every programme. IQAC then presents its findings to Dean Academics.
- Review meeting is conducted on the results and steps are identified for improvement. This is a continuous process of improvement till the attainment of POs.
- IQAC focuses not only on the POs related to the courses but also on other POs like Life-long learning, Communication, Environmental consciousness etc., which is carried out through extension activities.
- IQAC developed templates for auditing of courses and consolidate audit format for entire program to thoroughly check the process starting from mapping of COs with Syllabus content to POs and their attainment.

Case Study 2: Strategic Roadmap Deployment

In 2019-20, 18 faculty handpicked across all programs were assigned the task to develop a strategic roadmap to identify key initiatives for improving our NIRF ranking by 2022-23. Annual measurable

milestones were developed based on NIRF parameters. These milestones formed the basis of our Quality System's Key Performance Indicators (KPI). All departments aligned their goals to this common set of KPIs for achieving our strategic roadmap milestones. Process data collected from this measurement system is reviewed at IQAC meetings on quarterly basis. Countermeasures to improve quality system performance are included in minutes of meeting for subsequent follow-up and resolutions. Faculty and Staff annual performance appraisal goals are aligned to their department's KPI to ensure execution and milestone achievement.

Impact

With this kind of practice there is a gradual improvement in PO attainment of last three batches, which is very much evident from the success of students in completion of their degree within the stipulated period of time, and obtaining consistent placements.

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

6.5.2

Quality assurance initiatives of the Institution include:

- 1. Academic and Administrative Audit (AAA) and initiation of follow-up action**
- 2. Conferences, Seminars, Workshops on quality**
- 3. Collaborative quality initiatives with other Institution(s)**
- 4. Orientation programmes on quality issues for teachers and students**
- 5. Participation in NIRF process**
- 6. Any other quality audit by recognized State, National or**

International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: A. All of the above

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

6.5.3

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

Response:

Student Performance

With about **37.22% of students** from outside the state and over 1% from other countries, there is a significant diversity among the student body. There are now student mentors and counselors available to assist students in making a seamless transition to professional school.

Regular evaluations of students' academic performance are conducted, and remedial measures are implemented to improve the performance of both advanced and slow learners.

Teaching Learning

81% of faculty members are qualified to act as mentors for Masters programs, and **14.13% of faculty members** have an average teaching experience ranging from **20 to 12 years**. **About 85%** of the courses have had their curricula frequently changed during the past five years. Innovative teaching and learning strategies, like simulation labs and hands-on learning, are actively developed at ACU.

The students actively participated in MOOCs over the preceding five years. Students employed in academia, business, medicine, and other industries. The library offers e-learning materials and is automated.

Assessment process and Learning outcomes

ACU hosts seminars to define paper setting techniques, SOPs for formative assessment, and program and

course outcomes. ACU encourages students by giving medals and awards to those who excel academically.

Research

The dedication of teachers to improving research findings is **95%**. Research funding from the AICTE, VGST, RGUHS, and ICMR were also given to the staff, and industry-university talks on plagiarism policy sessions were held. Research projects for PhDs, undergraduates, and postgraduate students were also underway. ACU provided initial support of about **Rs. 29 lakhs**. workshops supporting research technique, IPR, and UG/PG research cultures. ACU is developing its publication count, with about **1448 research papers**. It is followed by Scopus, which has an h-index of 35 and **5020 citations**, and **Web of Science, which has an h-index of 32 and 4100 citations**.

Students and others feedback

ACU has created a website for online complaints and has scheduled unique workshops. Parents and children from the transferring batch have provided feedback on a regular basis.

Administrative reforms & financial management

Smart classrooms, research incentives, administrative audits, and automation of the library and examination sections. Go Green initiatives were first launched.

Patient care and social welfare measures

Over the previous five years, students have participated in community health projects, and many more have made voluntary contributions to the community. **Over 1000 outreach and extension programs were carried out in cooperation with adopted villages.**

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Adichunchanagiri University has been at the forefront of championing gender equity over the last five years, with a multi-pronged approach that encompasses safety, empowerment, and representation.

Safety and Security

- A robust safety and security infrastructure is in place, featuring well-lit pathways, constant surveillance, and a responsive grievance redressal mechanism. The strategic presence of a police station at the campus entrance underscores the university's commitment to safety. Hostel accommodations are diligently monitored with CCTV, and secure entry systems are in place, managed by faculty wardens and overseen by a dedicated disciplinary committee.

Counselling

- The university upholds a comprehensive counselling program that includes a policy on the Prevention, Prohibition, and Redressal of Sexual Harassment at the Workplace, backed by vigilant internal committees such as anti-ragging, grievance, sexual harassment, and inquiry committees.

Common Rooms

- Dedicated common rooms for female students provide a haven for community building, relaxation, and engagement. These rooms are central to the activities of the **Women Empowerment Cell (WEC)**, which actively champions gender diversity and inclusivity.

Day Care Centre for Young Children

- To support faculty and students with young children, the university operates a day care centre, which aids in balancing academic and professional responsibilities with family life.

Women's Empowerment Initiatives

- Empowerment is furthered through self-defense workshops and the robust celebration of International Women's Day. The university offers leadership programs and courses focusing on women's health to empower women with essential skills and knowledge.

Policy and Representation

- The WEC advocates for inclusive hiring, career advancement, and supportive work-life balance

policies. The significant presence of women in leadership roles within the university's administrative and academic structures powerfully reflects its commitment to gender equality.

Student Engagement

- Student-led clubs and organizations contribute to a culture of empowerment, with events and activities designed to foster gender equality and raise awareness on pertinent issues.

Leadership and Achievements

- The impact of these gender equity initiatives is quantifiable, with women holding substantial leadership roles. **47% of 481 teaching faculty are females and 45% of 1118 non-teaching faculty are females.** Notably, of the total student population of **4974 students, female students constitute 53%.**

Conclusion

- The collective efforts and initiatives undertaken by Adichunchanagiri University over the past five years have significantly contributed to creating an environment where gender equality is not just a goal but a reality. The university's steadfast dedication to this cause is reflected in the measurable increase in participation and achievements of its female students and staff.

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

7.1.2

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

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Any additional information	View Document
Link to additional information	View Document

7.1.3

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

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

Response:

Adichunchanagiri University has established comprehensive facilities for managing degradable and non-degradable waste, underscoring its commitment to environmental sustainability and public health.

Solid Waste Management

- The university has implemented a solid waste management system that segregates domestic waste into recyclables, with food waste being repurposed in farms and vegetable waste composted. Approximately 250 kg of solid waste generated on campus is utilized for a biogas plant. Additionally, biomedical waste is meticulously managed following the Biomedical Waste Rules, with hazardous waste, a significant component, being disposed of through authorized recyclers.

Liquid Waste Management

- An advanced Sewage treatment plant with a capacity of **750KLD** employs both biological and chemical processes to ensure the treated water meets stringent quality standards. This treated water is then recycled for non-potable purposes such as irrigation and cleaning, thereby reducing the demand for freshwater resources.

Biomedical Waste Management

- The management of biomedical waste stands as a pivotal element in the university's comprehensive waste management framework. Adichunchanagiri University has established a Memorandum of Understanding (MoU) with a certified third-party service to ensure the daily collection of biomedical waste, which averages **120 kg per day, from the university hospital**. Rigorous protocols for the collection and segregation of this waste are strictly adhered to before its handover, guaranteeing that its disposal is conducted safely and in full compliance with the most stringent public health and environmental standards.

E-Waste Management

- The university has a dedicated process for e-waste management, with separate waste streams for items such as desktop computers, accessories, compact fluorescent lights, and printer cartridges. These are collected and sent to authorized recyclers for proper disposal.

Waste Recycling System

- Waste recycling units on campus process materials like paper, cardboard, plastics, and glass. The system is complemented by treated liquid waste being used for gardening and cleaning purposes, enhancing resource efficiency. Furthermore, the university conducts regular awareness campaigns to educate the community about recycling and waste reduction.

Hazardous Chemicals

- For hazardous chemicals, specialized storage and disposal facilities are equipped with safety measures, including an Effluent Treatment Plant (ETP). Highly trained personnel are tasked with handling these materials, ensuring strict compliance with safety and environmental regulations.

Radioactive Waste Management

- It is noteworthy to mention that Adichunchanagiri University does not generate any radioactive waste in its operations. Consequently, there is no radioactive waste management system in place currently.

Conclusion

- The university's comprehensive waste management facilities embody its unwavering dedication to environmental sustainability. These efforts play a crucial role in fostering a cleaner and healthier environment and reflect the institution's core values of excellence and responsibility. Through these rigorous practices, Adichunchanagiri University demonstrates leadership in responsible resource management and environmental stewardship.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional informational	View Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5

Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to additional information	View Document
Geo-tagged photos / videos of the facilities	View Document

7.1.6

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

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

Response: Any Four of the above

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

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Additional information	View Document
Link for relevant geo-tagged photographs / videos	View Document
Link for additional information	View Document

7.1.8

Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)

Response:

Adichunchanagiri University (ACU) is a beacon of inclusivity, fostering an environment where tolerance and harmony across diverse cultural, regional, linguistic, and socio-economic backgrounds are not just encouraged but actively nurtured.

Cultural/Sports events and religious festivals:

- University includes nearly 8% students from other states and students belongs to different religion. So, in order to bring inclusive environment among all, university initiates,
- Students and faculty gather by celebrating cultural festivals like **Ganesh Utsav, Deepavali, Sharadotsav, Makar Sankranti, Holi, Ugadi, Dasara, Christmas, Eid Ramazan** etc. every year, fostering a sense of unity within diversity.
- Sports and extracurricular activities further this cause, providing platforms for students to engage in friendly competition while respecting and learning from each other's backgrounds, so all institutions organizes both cultural and sports events over a period of two weeks.
- University believes in initiating spirituality, in order to unite the various religion and to highlight the human values contained in various religious teaching and Practices, university organizes **Sarva dharma Sammelana**, is a meet among different religious people, which gives a chance to realize that there are fundamental cultural and religious principles which are common in all religions.
- The induction, and support systems at university are tailored to ease students into university life. **Freshers' Day, Oath taking day, Ethnic day, fare well day, mentorship programs** are few activities done by university.

Linguistic activities:

- ACU includes nearly 8% students from other states, Language barriers, often a significant challenge in diverse settings, are addressed through **language classes in Kannada and English**.

These classes help new students overcome communication barriers, which is crucial for their full participation in academic and social life at the university.

- As well as the observance of **Matru Bhasha Divas (Language Day)** and **Kannada Rajyotsava**, with discussions and lectures that deepen the understanding and appreciation for linguistic heritage.

Communal: ACU's approach to eliminating socio-economic disparities:

- University includes **15 % of students belongs to SC Category, 3% of students belongs to ST, 32% of OBC, remaining 50%** comes from others. Uniform dress codes, scholarships & fee waivers, ensure that all students, regardless of economic background, enjoy equal status and opportunities.

Institutional social responsibility activities: Active participation by students/staff in the extension and outreach activities like eye camps, nutrition assessment, health screen camps, diabetes camps, blood donation camps and oral hygiene screen in children at rural community areas, government primary health centers and sub centers promotes harmony and tolerance towards diversities.

- **The celebration of national and international days, like Independence Day, Republic Day, Blood donation day and International Yoga Day, international women's day, cancer day, Thalassaemia Day, Haemophilia Day, Youth Day, Anemia Day, children's day, Heart Day,** etc. are observed to create an awareness among students and community.
- These institutional measures and activities have a significant impact on the university community. They foster tolerance, inclusivity, and harmony among individuals from diverse backgrounds.

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

7.1.9

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

Response:

The sensitization of students and employees at Adichunchanagiri University to constitutional obligations, values, rights, duties, and responsibilities is an extensive, multi-faceted initiative. Spanning from 2018 to 2023, university has conducted **66 diverse programs**, each thoughtfully designed to instill a deep understanding of civic responsibilities and constitutional knowledge among its community.

- A key aspect of this initiative is the integration of the Indian Constitution into the curriculum of B. Com, B.Sc., and B.E courses. This approach ensures that students receive formal education on their rights and responsibilities as citizens, emphasizing civic engagement and constitutional awareness. The curriculum, enriched with assignments and presentations, is more than just theoretical knowledge; it's a foundation for informed citizenship.
- Constitutional experts and police officers held 19 lectures and seminars on topics like **cybercrime, sexual harassment laws, women's rights, and anti-ragging measures**. These sessions encouraged discussions and sharing of knowledge, building a lively and well-informed student's community.
- Celebrating National importance days, such as **National Constitution Day and Republic Day**, further augments this awareness. These celebrations are not mere formalities; they are pivotal in teaching the importance of voting, understanding the electoral system, and recognizing the role of citizens in shaping the nation's future. They serve as a reminder of the significance of upholding democratic values in a diverse society like India.
- Students gain practical insights through **Mock Parliament and court sessions**, which simulate real democratic processes and legal proceedings. These sessions not only educate students but also involve them in the practical aspects of democracy and law, promoting a deeper understanding and respect for these institutions.
- The impact of these programs is profound and multi-dimensional. Participation in social awareness campaigns, such as election awareness and environment conservation activities, has instilled a strong sense of civic duty in students and employees. **Live streaming of Lok Sabha sessions** offers a firsthand experience of legislative processes, enhancing understanding of civic education.
- Distinguished personalities such as the late **Shri A. P. J. Abdul Kalam**, former President of India, **Shri Amit Shah**, Honorable Home Minister of the Government of India, Justice **Santosh Hegde** and **B.L. Shankar**, former Member of the Karnataka Legislative Council, have visited the campus. These visits have played a crucial role in raising awareness about democracy among the students.
- Additionally, University's commitment to privacy and rights, as evidenced by the careful handling of student and patient information, underscores the importance of respecting individual rights and responsibilities.
- These initiatives create an informed and responsible community, familiar with their rights and duties. This awareness promotes tolerance, secularism, and respect for diversity, vital in a multicultural society like India. It also prepares students to be active citizens contributing positively to social and national development.
- In conclusion, the university's effort to educate its community about constitutional duties has empowered students and staff, showcasing its commitment to shaping responsible citizens who uphold Indian constitutional values.

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

7.1.10

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on code of conduct are organized**

Response: All of the above

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

7.1.11

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

Response:

Adichunchanagiri University has distinguished itself over the past five years by organizing an impressive array of about 50 National and International events each year, showcasing its commitment to cultural diversity and inclusivity. These celebrations and activities have not only enriched the campus atmosphere but also reinforced a sense of unity in diversity among students and staff.

- Significantly, the university celebrates **Doctors' Day**, **Pharmacists' Day**, and **Nurses' Day** to honour the invaluable contributions of healthcare professionals to society and the medical field. These days highlight the university's dedication to the wellbeing of the community and the advancement of health education. Also recognizes the critical roles of professionals in the fields of technology and education by celebrating **Engineers' Day** and **Teachers' Day** with great respect and enthusiasm. These days are dedicated to appreciating the contributions of engineers and teachers to the development of society and the advancement of knowledge.
- The university's annual celebrations of **India's Independence Day** and **Republic Day** are cornerstones of its cultural calendar. These days are marked with great enthusiasm, featuring flag hoisting, cultural performances, and patriotic speeches, all of which foster a deep sense of national pride and unity among the university community.
- Another significant event is **International Yoga Day** on June 21st. This day aligns with the university's emphasis on holistic education and wellness, drawing students and faculty alike to participate in yoga workshops and sessions, thereby promoting physical and mental well-being.
- **World Environment Day**, celebrated on June 5th, underscores the university's commitment to environmental conservation. Various campaigns and awareness programs highlight the importance of sustainability and responsible environmental stewardship.
- The celebration of **International Women's Day** on March 8th focuses on raising awareness about women's issues and celebrating their achievements, thus reaffirming the university's commitment to gender equality and women's empowerment.
- The university's calendar also features a diverse array of cultural festivals that showcase the rich cultural heritage of India and other nations, fostering a spirit of cultural exchange and understanding among students.
- Religious and spiritual festivals, including **Eid**, **Christmas**, and **Diwali**, are celebrated with equal fervour, reflecting the university's respect for the diversity of faiths represented within its community and promoting interfaith harmony and understanding.
- In addition to cultural and religious festivities, the university actively participates in social responsibility initiatives. Activities on days such as **World Blood Donor Day** and **International Human Rights Day** highlight the university's dedication to societal welfare and global citizenship.
- In conclusion, Adichunchanagiri University's active engagement in organizing and celebrating a wide range of events vividly demonstrates its dedication to fostering an inclusive, culturally diverse, and holistic educational environment. These events have significantly contributed to enriching the academic and cultural experiences of the university community, while also positively impacting society. The university's commitment to unity in diversity and the vital role of health science professionals in education and community service continues to be a guiding force in its operations and community engagement.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

TITLE OF THE PRACTICE: JNANA VIGNANA TANTRAGNANA MELA" / Joint Venture of Technocrats & Math (JVTM): Uniting Knowledge and Innovation" - An initiative of ACU

Objectives of the Practice JVTM

- **Exposing** youth to the latest trends and developments in the fields of Science, Technology, Wisdom, and Spirituality.
- **Initiating** the youth to be prepared for the blending of Technology and Science.
- **Enlightening** the youth for a scientific analysis of religion and study of religion in the light of science.
- **Motivating** the masses, particularly the younger generation, to think and act scientifically.
- **Inspiring** people to develop an inclination towards solving problems related to Societal needs
- **Creating** awareness about environmental issues and concerns.
- **Enabling** the younger generation to visualize the future of the nation and become responsible citizens.

The Context

JVTM is an annual two-day mega event being organized from 19th to 20 th of February, every year since 2014. In an academic landscape where disciplines often evolve in isolation, the JVTM initiative, or Jnaana Vignana Tantragnana Mela, emerges as a pioneering model of interdisciplinary integration. This initiative represents a collaborative nexus, uniting the realms of wisdom, science, and technology. By hosting a diverse fair of ideas and innovation, it challenges the traditional compartmentalization of knowledge, advocating for an educational approach that is both comprehensive and interconnected. It underscores the necessity for a multidisciplinary methodology in both educational frameworks and industry practices, aiming to cultivate a learning environment that is expansive and in-depth.

The Practice

Integration of Disciplines:

The Jnana Vignana Tantra Gyana Mela (JVTM) is a confluence of education and innovation, setting a benchmark in the Indian higher education landscape. It is a unique practice that goes beyond the boundaries of constituent colleges, involving numerous private and government institutions,

organizations, and research bodies. The event allows students to present their thematic models and projects, demonstrating their talents and innovative capabilities.

Showcasing Talent:

A pivotal aspect of JVTM is the opportunity it offers to students to lead and exhibit their creativity. It revolves around various themes such as Science, religion and spirituality, Creation of New technology in the new millennium, Shaping the future life: Health & Nutrition, Environmental issues: Causes and Consequences of climatic changes, National Education policy, Sustainable Development Goals, Sports and Social changes. An average of **180 stalls** from over **122 institutions** provides a comprehensive state-wide platform for students. It's a chance for students to inspire and engage with their peers and the public, showcasing their work to a larger audience.

Competitive Spirit:

The event fosters a competitive atmosphere, where presentations and models are evaluated by experts. Recognizing the best team and institution with awards motivates participants to strive for excellence and encourages a culture of high performance and continuous improvement.

Educational Enrichment:

JVTM enriches students' educational experiences through exposure to expert talks across various disciplines. These guest lectures enhance the students' knowledge and provide insights into different subjects, contributing to their academic growth.

Recognition of Contributions: Students participating in JVTM get motivated, inspired and they are also awarded for their exhibitions. The **Vignatham award** is a testament to the university's commitment to honour eminent personalities who have made significant contributions to society. Past recipients of the Vignatham Awards, include luminaries like **Dr. CNR Rao** (2016), **Dr. U R Rao** (2017), **Sri M** (2018), **Prof. Sharat Chandra** (2019), **Dr. Vasudev Kalkunte Atre** (2020), **Dr. Sudha Murthy** (2023) further establishing the event's significance in acknowledging exceptional contributions to society. This recognition serves as an inspiration for the students, motivating them to aspire to similar achievements.

Student Benefits:

This practice benefits students by providing a holistic educational environment that nurtures leadership, innovation, and academic excellence. It promotes interdisciplinary learning and encourages students to explore beyond their curricula, preparing them for the challenges of the real world.

Evidence of Success

The success of JVTM is evidenced by increased interdisciplinary collaboration, with a marked rise in student participation. Students had the chance to engage with and learn from the most distinguished scientists and scholars over the years. Around 50,000 plus students, academicians and the general public have visited the exhibitions so far.

The Jnana Vignana Tantragnana Mela has led to significant gains, particularly in promoting scientific awareness and education which boost in research productivity as well as their inclination towards coming with new startups. The exposure of students to eminent personalities has generated an immense amount of inspiration and motivation, fostering a heightened interest in academic pursuits and research. As a result, there has been a notable increase in the percentage of admission rates, reflecting the event's impactful contribution to educational enthusiasm and advancement.

Problems Encountered and Resources Required

Merging diverse education philosophies into one plan for the mela model is difficult. We faced issues like adequate manpower, better ways to share ideas, and financial support to make this event successful. To address these issues, resources required include a dedicated team for coordination, advanced technology for knowledge sharing, and significant financial investment.

Best Practice 2

Title of the Practice- "4C- Fostering Futures (Foresee):

“Cultivating Career - Classroom to Corporate”

Objectives of the Practice - "4C- Fostering Futures (Foresee)" is an innovative initiative designed to bridge the gap between the academic and professional realms for students.

Its objectives are multi fold and includes:

1. Provide overall comprehensive career guidance,
2. Tailor training programs for enhancing employability, and
3. Forge strategic alliances with industry leaders for practical exposure.

The underlying principle is to develop a robust ecosystem that facilitates a smooth transition for students from the classroom to the corporate world, ensuring they are well-prepared to meet the challenges and leverage the opportunities of a dynamic job market.

The Context – Students often face a disconnect between academic qualifications and the realities of the corporate environment due to limited exposure and opportunities. Recognizing this, Adichunchanagiri University (ACU) established "4C- Fostering Futures (Foresee)" to level the playing field. The program addresses the lack of career advisory services, personalized mentorship, and capacity building of students, which are crucial for a successful transition into the workforce. It also responds to the pressing need for students to see tangible career pathways and envision their professional futures. ACU's approach is to create a comprehensive system to equip these students with the skills, knowledge, and confidence required to excel in competitive corporate settings.

The Practice The "4C- Fostering Futures (Foresee)" comprises several interconnected components:

- **Train the Trainer:** This initiative is designed to modernize and improve the teaching methods of our educators. ACU organised 326 FDPs over period of five years which benefiting faculty members. The training includes modules that focus on educational methodology, innovative instruction, connecting classroom learning with industry needs, and ensuring teachers are proficient with technology. It has positively influenced leading to more engaging student experiences across various subjects.
- **SEED (Student Empowerment and Excellence Development):** SEED is a holistic development program that has reached on an average of **3,789 students** over five years, enhancing their critical

thinking and problem-solving skills. It not only fosters academic growth but also focuses on building leadership qualities, effective communication, and ethical decision-making.

- **Transform Program and career advisory:** This initiative is dedicated to bridging the gap between academic and the industry, it offers practical skills training and facilitates networking, allowing students to gain valuable insights from industry leaders and alumni, enriching their understanding of the professional world. ACU's Career Advisory specializes in increasing students' employability through strategic partnerships, having signed **112 MOUs** with global companies. This service excels in personalized career guidance, by conducting various programs across all disciplines like internship, communication skill orientation programme, professional skill development session, value addition in employability and interview facing skills etc. that have reached an average of **2028 students** per year.
- **Accelerate Program:** In collaboration with industry giants like TCS, Opex, the Accelerate Program specifically targets enhancing students' prospects for immediate employment. It combines corporate-led training with hands-on experience, significantly improving job acquisition rates shortly after training. The program also supports academic advancement by offering coaching for postgraduate studies, resulting an average of **69.4%** students opting for postgraduate programme.

Evidence of Success - The success of "4C-Fostering Futures (Foresee)" is clearly reflected in the measurable results achieved. Along with a notable increase in the Pass percentage over the years, the initiative has led an increase in student engagement in career development activities and a **73.13%** increase in successful job placements. Additionally, the quality of classroom interactions has significantly improved, and the curriculum now features a stronger emphasis on practical skills. Furthermore, the program has fostered an entrepreneurial spirit among students, resulting in a notable rise in the number of startups. In the medical field, the establishment of catheterization laboratories (Cath labs) in the hospital has provided students with valuable hands-on experience, further enhancing their learning and professional preparedness.

Problems Encountered and Resources Required - Initial resistance to change in teaching practices was a significant challenge, requiring extensive faculty workshops and sensitization programs. Another obstacle was the adaptation of career services to cater to the diverse aspirations of students. The resources required for the initiative included investments in career counselling infrastructure, training materials, and technology platforms for virtual mentorship and industry engagement. Securing industry partnerships necessitated dedicated personnel for outreach and relationship management.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link of the best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

ACU's SSS (SERVICE TO SOCIETY- A SPIRITUAL OFFERING)

in delivering

Global Sustainable Development Goals (SDGs)

"Annadanena Jeevanam Poshanam" (Service to society and spiritual practice as the direction for sustainable development)

Under the guidance of our esteemed Chancellor, Sri Sri Sri Dr. Nirmalanandanatha Mahaswamiji, Adichunchanagiri University is driven by their vision, embodying a revered spiritual leader's commitment to prioritizing societal service. Adichunchanagiri University (ACU) functions as an operational body executing programs designed to enhance societal welfare by offering assistance and awareness (guidance) to underprivileged communities. The objectives of ACU are being fulfilled through the following programs, which emphasize global sustainable goals such as health and well-being, food and hunger, quality education, and public awareness.

ZERO HUNGER “Annadanena Jeevanam Poshanam” (Nourishing Lives through the Gift of Food) (SDG 2)

Free food inwards: ACU provides free food for all its inpatients and their caretakers, irrespective of their payment capacity. In the last five years, an approximate average of ? 30 lakh rupees has been spent on free food; in 2022-23, the expenditure has risen to ? 57 lakhs. Also, the mutt provides free food daily for the visitors.

GOOD HEALTH AND WELL-BEING “Swasthya Sarvatr Sanavardhan” (Promoting Health Everywhere) (SDG 3)

SANKALP: It is a free plastic surgery camp dedicated to transforming the lives of individuals affected by cleft lip, cleft palate, and post-burn contracture and marks. The initiative represents a collaborative effort on both international and national levels, joining forces among ACU, Rotaplast International from the USA, Rotary Bengaluru North (RID: 3192), Rotary Club BG Nagara, and Govt. of Karnataka. The program was initiated in 2006, and 1334 have been registered, of which 1117 have undergone free surgery, costing ACU ?14 lakhs.

Adichunchanagiri University is conducting the “Free Total Knee Replacement Surgery camp” in association with the AIMS alumni association from 18th Jan 2024 to 20th Feb 2024 in commemoration of the Birth Anniversary of Paramapoojya Jagadguru Sri Sri Sri Dr. Balagangadharanatha Mahaswamiji.

Fifty patients have already been registered for the surgery, and the expenditure of the program is estimated to be 50 lakhs.

Subsidized medical services: Adichunchanagiri University, through its constituent wing, Adichunchanagiri Hospital and Research Centre, provides subsidized medical services to underprivileged patients visiting for medical aid. ACU has spent an amount of ₹ 2.5 Crores towards free and subsidized treatment during 2022-23 at an average of ₹ 21 lakhs per month.

Free health checkups: ACU regularly organizes camps in its vicinity to facilitate preventive health checkups. ACU has conducted 1256 health camps since 2018, accounting for 62,000 hours of involvement of doctors and technicians, which helped 36,000 patients prevent, diagnose, and treat various ailments. In addition, 180 free eye camps were also conducted as a part of the national program for the prevention of blindness, which benefited around 4729 patients with free cataract surgery and the distribution of spectacles. ACU spent ₹ 28 lakh rupees on these camps in 2022-23.

BGS Walkathon annual events: The event is organized with the theme “Walk Today for Healthier Tomorrow” and is led by the Hon’ble Chancellor of ACU. Every year, 12,000 people, including faculty and students from all the constituent colleges and schools of ACU, the general public, and devotees of Math participate in the program and walk for 5 km to initiate the practice of morning walking among themselves and the society that cost ₹ eight lakhs.

QUALITY EDUCATION “Sarvesham Vidyaa Samaveshi Dvaara” (Inclusive Gateway to Education for All) (SDG 4)

First-generation education ecosystem: ACU is located on the border of 4 districts and forms an educational hub for the downtrodden and remote villages. The various programs of ACU have effectively fostered a first-generation educational ecosystem (The families in previous generations are uneducated, and the wards are the first generation to get educated) in the region.

ACU prioritizes inclusive education, actively pursuing students from varied socio-economic backgrounds. It provides scholarships and financial aid, ensuring accessibility. With 4,974 students in the current batch, ACU demonstrates inclusivity through encouraging fellowships to marginalized communities. In the last five years, ten thousand scholarships have been received from various govt schemes along with 996 fee waivers/concessions from ACU, accounting for ₹ 16 crores. Additionally, it boasts a substantial female presence, with 53% of the student population.

CLIMATE & ENVIRONMENT (SDG 15) “Paryavaran Rakshit Sa Rakshit” (He who protects the environment is protected in return)

ACU sprawls across 67 acres of verdant campus, encompassing nearly 60% green coverage with 4585 trees. Engaging in eco-initiatives like Van Mahotsav, SAST planted five crore saplings across Karnataka in collaboration with the government of Karnataka. Regular awareness and cleaning drives (7 programs have been conducted in the vicinity of ACU) are conducted by its NSS wing. Moreover, ACU efficiently manages waste, focusing on reduction and reusing strategies.

SOCIAL RESPONSIBILITIES “Sevarth Gyaanavigyaanayog” (Integration of knowledge and science for service)

ACU champions community health and education through initiatives like the '**Adichunchanagiri Aarogyavaani**' program, with **14 broadcasts** since **November 2023** on **AIR Hassan 102.2**, enriching public health awareness. This commitment is bolstered by engaging online content and a dedicated YouTube channel. ACU boasts 565 publications and 76 patents over five years in research and innovation, targeting health advancements and societal well-being. The Clinical Trials Centre (CTC) further underscores this mission, achieving significant milestones in health research, including early completion of four critical protocols.

The University also has adopted a village, Bramhadevarahalli, to develop the same as a model village by providing basic facilities and awareness programs.

Monthly Satsang, orchestrated by the chief pontiff, convenes about **1500** individuals, including devotees and the general public, to impart the core principles of spirituality and its transformative practices for enhancing overall well-being.

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

5. CONCLUSION

Additional Information :

- Adichunchanagiri University embraces a rich history and a commitment to education for 50 years under the leadership of **Sri Sri. Dr. Nirmalanandanatha Swamiji**, dedication to serving humanity through nine limbs of service, global outreach, visionary plans for expansion, and an extensive educational network with over **50 years of excellence**.
- Aligned with this commitment to service, the Sri Adichunchanagiri Mahasamsthana Math

Serving Humanity-Nine Limbs of Service (9 “A”s)

1. *Anna (Food)*
2. *Akshara (Education)*
3. *Arogya (Health)*
4. *Adhyathmika (Spirituality)*
5. *Ashraya (Shelter)*
6. *Aranya (Afforestation)*
7. *Aakalu (Cattle Protection)*
8. *Anukampa (Helping Hands)*
9. *Anubandha (Attachment)*

- Guided by the visionary and dynamic leadership of Sri. Nirmalanandanatha Swamiji, the President of the Sponsoring Body and the Hon'ble Chancellor of Adichunchanagiri University, we are charting a course towards academic excellence.
- The leadership and curriculum of the institution also stand out due to their strategic planning, financial management, infrastructure innovation in curriculum, focus on technology-enabled education and continuous improvement.
- ACU multi-faculty University thrives within a unitary, **eco-friendly, green campus, fostering multi/interdisciplinary academics and research across** Engineering, Management and Technology, Health Sciences, Humanities and Social Sciences, and Natural Sciences.
- Embracing innovation, we constantly revise and enrich curricula and syllabi, offering innovative programs and courses for curricular and co-curricular activities.
- Implementing well-structured, **outcome-based ICT-enabled teaching**, learning, and evaluation processes, we provide a technologically advanced environment for education.
- With more than adequate infrastructure, including laboratories, libraries, clinical materials, field practice areas, industries, and ICT resources, we ensure high-quality teaching, learning, and training experiences.
- Our **advanced Research and Innovation laboratories** are a testament to our commitment to multi/interdisciplinary academics, research, innovations, and inventions, resulting in numerous patents and publications.

Concluding Remarks :

- Under the visionary and spiritual leadership of **Sri Sri Sri Dr. Nirmalanandanatha Mahaswamiji**, Adichunchanagiri University (ACU) has demonstrated exceptional strategic planning,

efficient financial management, and **robust infrastructure development**. The university's curriculum stands out for its innovative approaches, **emphasis on technology-enabled education**, and **unwavering commitment to continuous improvement**.

- While ACU has achieved commendable success in five years, it faces challenges that require strategic attention. Generating internal revenue, attracting external research projects, and overcoming geographical constraints for conferences, consultancy work, and industry collaborations are priorities. Additionally, addressing the recruitment and retention challenges of faculty from metropolitan areas demands proactive policy measures, including the provision of transportation aid.
- However, **ACU is well-positioned to capitalize on numerous growth opportunities**. The absence of quality higher education institutions in the vicinity provides a unique chance to establish a reputation for delivering exceptional learning experiences with global perspectives. **Emphasizing international exchange programs, internships, and industry collaborations further enhances the university's appeal**. The focus on entrepreneurship and fostering an inclusive environment that celebrates diversity contributes to creating a distinctive identity.
- In the face of challenges, ACU remains steadfast in its **pursuit of academic excellence, innovation, and inclusive education**. The university's strategic initiatives and commitment to continuous improvement serve as a strong foundation for future success in the dynamic landscape of higher education. As ACU navigates the ever-evolving challenges, its vision propels it towards a future marked by sustained growth and prominence. Over the years, ACU has excelled at nurturing **rural talent and serving society, embodying a commitment to education and community**.